# LESSON PLAN ENGLISH 5

**Week: 1 Date of planning:**

**Period: 1 INTRODUCTION THE ENGLISH 5 PROGRAME AND TEXTBOOK**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use the allocation in their study (at school + at home) and basic classroom language.

- ***Skills***: speaking and listening

**2. Competences:**

- Be self-study, communicative and interative skill.

- Co-operation: ready to help friends in pair work/ group work.

**3. Attitude/ Qualities:**

-Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students, love learning English.

- Honesty, patience and friendliness.

**II. TEACHING AIDS:**

- *Teacher*: Posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students*: Textbooks, notebooks, workbooks, school things.

**III. PROCEDURES:** hoclieu.vn

| Teacher's activities | Sts' activities |
|---|---|
| **1.Warm- up:** | |
| - Greet the class and introduce yourself, saying: *Hello. I'm .....* | - Greet and introduce |
| - Encourage Ss to say their names - Sing a song | - Ss greet and say their names |
| **2.Presentation** | |
| **Activity 1.** | - Listen, sing and dance the song in chorus |
| - Introduce about subject | |
| +*"English 5" has 2 books. (A student book and one exercise book)* | - Listen to the teacher |
| - Introduce the student's book and workbook. | |
| - Say the main contents | |
| *There are 20 Units, each Unit has 3 lessons* | - Listen to the teacher |

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| *Lesson 1 Lesson 2: Lesson 3:*<br>*After 5 Units has a Review*<br>**Activity 2.** - Say and model some classroom languages<br>*+ Open/ close your books, please!+ Stand up/ Sit down, please!*<br>*+ Be quiet/ Don't talk, please!+ Pick up your pen*<br>*+ Put your pen down + Raise your hands*<br>*+ Go to the board + Look*<br>*+ Complete + Let's play*<br>*+ Ask/ answer the question + Work in pairs/groups*<br>**Activity 3**<br>- Sing and model the "***Hello"*** song<br>- Practice more at home.<br>- Prepare for "Starter" | - Listen to the teacher<br>- Look and do action<br>- Listen to the song through the tape.<br>- Listen to the teacher. |

**IV. ADJUSTMENTS (if necessary):**

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Week: 1 Date of planning: …/9/ 2024

Date of teaching:

**STARTER Period 2 - A. Back to school**

**I. OBJECTIVES** By the end of this lesson, pupils will be able to:

**1. Language knowledge & skills**

- sing the song *Back to school* with correct pronunciation, rhythm and melody;

- review the vocabulary and structure items related to months of the year and someone's birthday;

- complete three gapped sentences in *My goal tree* about their learning goals and share them with their friends.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform speaking and writing tasks.

**3. Attributes**

- Show pride in the time back to school.

- Show their love and interest in learning and playing.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 7- Audio track 1- Teacher's guide: Pages 12, 13

- Flash cards/ pictures and posters (Starter)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm-up and review:** 5 minutes<br>- Greet the class *Hello. / Hi. I'm ____. How are you?* and encourage pupils to respond and introduce themselves.<br>- Tell pupils what they will learn in this lesson. | Pupils respond and introduce themselves. |
| **2. Presentation** | |
| **Activity 1. Let's sing.** (Track 1) (5 minutes)<br>- Pupils can sing along the song *Back to school* with correct pronunciation, rhythm and melody.<br>-Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to say what they see.<br>-Have pupils read and listen to the song, drawing their attention to the pronunciation, rhythm and melody.<br>-Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *school*, *happy*, *friends*, *learning*, *playing* and *cool* in the first verse and *school*, *happy*, *teachers*, *learning*, *playing* and *cool* in the second verse.<br>-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.<br>-Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.<br>**Activity 2. Let's play.** (10 minutes) | - Pupils listen to music and pass the ball to one another.<br>- When the music stops, the one who is keeping the ball will follow the teacher's instructions.<br>- Pupils listen to the teacher.<br>- Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to say what they see.<br>- Pupils read and listen to the song, drawing their attention to the pronunciation, rhythm and melody.<br>- Pupils listen to the recording and practise singing the song, line by line, while doing actions or clapping their hands.<br>- Pupils listen to and sing the whole song while doing actions or clapping their hands.<br>- Pupils come to the front of the class to sing the song. |

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| - Pupils can play the game *Birthday line-up* to revise the target vocabulary and structure items related to months of the year and someone's birthday.<br>-Invite two teams of six pupils to play. Tell pupils how to play the game. Pupils say their birthday months and line up, starting with January.<br>-The faster team will win the game.<br>-Invite other teams to play the game.<br>**Activity 3. Write and share.** (8 minutes)<br>- Pupils can complete three gapped sentences about their learning goals and share them with their friends.<br>-Tell the class the goal of the activity and explain that they should write three sentences about their learning goals. Check comprehension.<br>-Have pupils fill in the first blank together as an example. Ask them to read the sentence and elicit possible answers. Then have them write their answers in the gap.<br>-Give pupils time to complete the sentences independently. Go around the classroom and offer help where necessary.<br>-Get pupils to work in pairs to share their learning goals.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | Pupils work in two teams of six.<br><br>Pupils listen to the instructions of how to play the game. Pupils say their birthday months and line up, starting with January.<br>- Pupils praise the winner.<br><br>- Pupils play the game<br><br>- Pupils listen to the teacher's explanation.<br><br>- Pupils fill in the first blank together as an example. Pupils read the sentence and elicit possible answers. Then pupils write their answers in the gap.<br>- Pupils complete the sentences independently.<br>- Pupils work in pairs to share their learning goals.<br>- Pupils read their learning goals aloud.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Date of planning: …/ / 2024

Date of teaching:

**STARTER Period 3 - B. Last summer**

**I. OBJECTIVES** By the end of this lesson, pupils will be able to:

**1.Language knowledge & skills**

- review the vocabulary and structure items related to the topic *Last summer* by playing *Guessing game*.

- listen to and understand four communicative contexts in which speakers ask and answer questions about the places they were last summer and match the speakers with the right pictures.

- correctly use key structures to ask and answer questions about someone's last summer in a freer context.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

**3. Attributes**

- Show pride in where they went last summer.

- Show their love and interest in the places they went to last summer.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 8- Audio track 2- Teacher's guide: Pages 14, 15, 16

- Flash cards/ pictures and posters (Starter)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation** | -Sing |
| **Activity 1. Let's play.** (5 minutes)<br>- Pupils can play the game *Guessing game* to revise the vocabulary and structure items about last summer.<br>-Pupils prepare pictures of the places they went to last summer.<br>-Divide the class into two teams. A pupil from one team holds up a picture covered by another piece of paper so everyone can only see one part of it. The other team guesses what place it is by asking *Yes / No* questions.<br>-If the team can guess the correct place with fewer than three questions, the team gets one star.<br>-Continue the game. The team with more stars will be the winner. | - Pupils prepare pictures of the places they went to last summer.<br>- Pupils work in two teams. A pupil from one team holds up a picture covered by another piece of paper so everyone can only see one part of it. The other team guesses what place it is by asking *Yes / No* questions.<br>- Pupils get one star for one correct place.<br>- Pupils continue playing the game. |
| **Activity 2. Listen and match.** (10 minutes)<br>- Pupils can listen to and understand four | - Pupils look and identify the pictures of the four characters, the places and |

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| communicative contexts in which speakers ask and answer questions about the places they were last summer and match the speakers with the right pictures.<br>-Draw pupils' attention to the pictures of the four characters, the places and the weather. Identify them as a class.<br>-Play the recording for Exchange **1**. Ask pupils to listen and identify the correct picture (**a**, **b**, **c** or **d**) and draw a line to match the character (Mary) 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.<br>-Repeat **Step 2** for Exchanges **2**, **3** and **4**. Go around the classroom to offer support where necessary.<br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording for pupils to check their answers again.<br>**Activity 3. Let's talk.** (8 minutes)<br>- Pupils can correctly use key structures to ask and answer questions about someone's last summer in a freer context<br>-Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).<br>-Get pupils to read the speech bubbles and elicit possible answers.<br>-Put pupils into groups of four to ask and answer questions about their last summers. Go around and offer support where necessary.<br>-Invite a few groups to the front of the classroom to ask and answer questions about their last summers.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | the weather.<br>- Pupils listen and identify the correct picture (**a**, **b**, **c** or **d**) and draw a line to match the character (Mary) to the correct place (Picture **b**). Pupils listen to the recording again to do the task.<br><br>- Pupils follow the teacher's instructions.<br><br>- Pupils swap books with a partner, then check answers as a class.<br><br>- Pupils listen to the recording to check their answers again.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus.<br><br>- Pupils look at the picture and identify the context.<br><br>- Pupils read the speech bubbles and elicit possible answers.<br><br>- Pupils work into groups of four to ask and answer questions about their last summers.<br><br>- Groups of pupils come to the front of the classroom to ask and answer questions about their last summers.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Date of planning: …/ / 2024

Date of teaching:

**STARTER Period 4 - C. Classroom instructions**

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

**Language knowledge & skills**

- say the chant with the correct pronunciation, word stress and rhythm;

- listen to and understand two instructions and choose the correct pictures;
- review some classroom instructions by playing the game *Do as I say*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite things correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

**3. Attributes**

- Show pride in the instructions in classroom.

- Show their love and interest in classroom instructions

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 9- Audio tracks 3, 4- Teacher's guide: Pages 16, 17

- Flash cards/ pictures and posters (Starter)- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) sing a song<br>**2.Presentation**<br><br>**Activity 1. Let's chant.** (Track 3) (5 minutes)<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm.<br>-Have pupils look at the picture and state activity the characters are doing.<br>-Have pupils read the first verse of the chant. Check comprehension.<br>-Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen | - Pupils look at the picture and state the activity the characters are doing.<br>- Pupils read the first verse of the chant.<br><br>- Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap or do actions while chanting. |

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| and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap or do actions while chanting.<br>-Repeat **Steps 2** and **3** for the second verse of the chant.<br>-Play the recording all the way through for pupils to chant and clap their hands.<br>**Activity 2. Listen and tick.** (Track 4) (10 minutes)<br>- Pupils can understand two instructions and choose the correct pictures.<br>-Draw pupils' attention to the pictures and ask questions such as *What are they doing?* or *What activity are they doing?* to elicit the activities in the pictures. Remind them to look at pictures **a** and **b** and contrast them.<br>-Play the recording all the way through. Then play the recording again for pupils to listen and tick the correct pictures.<br><br>-Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers, if necessary.<br>**Activity 3. Let's play.** (8 minutes)<br>- Pupils can play the game *Do as I say* to revise some classroom instructions.<br>-Ask each pupil to prepare three instructions.<br>-Divide the class into two teams. Invite one pupil to the front to share their instructions. While giving each instruction, the pupil also acts out. The action may be the same or different from the instruction. The rest of the pupils listen and follow the given instructions.<br>-Any pupils who cannot follow the instruction correctly will be out of the game. The team with more remaining players gets a star.<br>-Keep going with other pupils. After five minutes, the team with more stars wins<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | - Pupils follow the teacher's instructions.<br>- Pupils listen to the recording all the way through to chant and clap their hands.<br>- Pupils look at the pictures and answer the questions to elicit the activities in the pictures.<br>- Pupils listen to the recording all the way through. Then pupils listen to the recording again and tick the correct pictures.<br>- Pupils swap books with a partner and check their answers before checking as a class.<br><br>- Each pupil prepares three instructions.<br><br>- Pupils work in two teams. One pupil comes to the front to share his / her instructions. While giving each instruction, the pupil also acts out. The rest of the pupils need to listen and follow the given instruction.<br><br>- Any pupils who cannot follow the instruction correctly will be out of the game. The team with more remaining players gets a star.<br><br>- Pupils continue playing the game.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: 2 Date of planning: …/ / 2024

Date of teaching:

**Period 5** **UNIT 1: ALL ABOUT ME!**

**Lesson 1 - 1-3**

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

**Language knowledge & skills**

understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information.

- correctly say the words and use *Can you tell me about yourself? - I'm in _____.; I live in the _____.* to ask and answer questions about personal information.

- use *Can you tell me about yourself? - I'm in _____.; I live in the _____.* in freer contexts.

- use the words *city, Class 5A, Class 5B, countryside* in relation to the topic "All about me!".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**- Show their pride in their personal information and where they live.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 10- Audio tracks 5, 6- Teacher's guide: Pages 18, 19, 20, 21

- Flash cards/ pictures and posters (Unit 1)- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**<br>**Activity 1. Look, listen and repeat** (5 minutes)<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions | - Listen to the teacher's instructions.<br><br>- Pupils look at the pictures and elicit the names of the things in the pictures. Pupils repeat the words a few times. |

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| about personal information.<br>-Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see Input).<br>-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**.<br>-Play the recording again for pupils to listen to and repeat individually and/ or in chorus sentence by sentence.<br>-Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.<br>-Draw pupils' attention to the question *Can you tell me about yourself, Lan?* and the answer *Well, I'm in Class 5C. I live in the countryside.* Tell pupils that they are used to ask and answer questions about personal information.<br>**Activity 2. Listen, point and say.** (10 minutes)<br>- Pupils can correctly say the words and use *Can you tell me about yourself? - I'm in _____.; I live in the _____.* to ask and answer questions about personal information.<br>-Have pupils look at the pictures and elicit the personal information of each character.<br>-Have pupils point at Picture **a** (a girl standing near the door of Class 5A), listen to the recording and repeat the word (*Class 5A*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.<br>-Point at the first bubble and have pupils listen and repeat after the recording (*Can you tell me about yourself?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I'm in Class 5A.*). Repeat the same procedure with the other three pictures.<br>-Have pupils work in pairs to practise asking and answering the question *Can you tell me about yourself? - I'm in _____.; I live in the _____.*, using speech bubbles and Pictures **a**, **b**, **c** and **d**.<br>-Invite a few pairs to point at the pictures and say the questions & answers in front of the class.<br>**Activity 3. Let's talk.** (8 minutes)<br>- Pupils can use *Can you tell me about yourself?* | - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils listen to and repeat the sentences until they feel confident.<br>- Pupils work in pairs and practise asking and answering the question,<br>- Pupils look at the pictures. Pupils say the actions of the characters in the pictures. Pupils identify favourite things of the characters.<br>- Pupils look at the speech bubbles on the board and say the completed sentences.<br>- Pupils work in pairs and practise asking and answering the question<br>- Pupils look at the bubbles to understand how the sentence pattern |

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| - *I'm in _____.; I live in the _____.* a freer context.<br>-Draw pupils' attention to the pictures. Have them look at the pictures and identify the character's information in each picture. Check comprehension.<br>-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.<br>-Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well.<br>- Repeat the game several times.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>*+ What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | is used. Pupils role-play to practise asking and answering questions about favourite things in pairs, using picture cues.<br><br>- Pupils work in pairs and practise asking and answering the questions<br><br>- Pupils continue playing the game.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

Period: 6 **UNIT 1: ALL ABOUT ME!**

**Lesson 1 4-6**

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

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which pupils ask and answer questions about personal information and tick the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- sing the song *All about me!* with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and intonation, listening and reading tasks.

**3. Attributes**- Show their pride in their personal information and where they live.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 11- Audio tracks 7, 8- Teacher's guide: Pages 21, 22, 23

- Flash cards/ pictures and posters (Unit 1)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation** | -Sing |
| **Activity 4. Listen and tick.** (Track 7) (5 minutes)<br>- Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about personal information and tick the correct pictures.<br>-Draw pupils' attention to the pictures. Elicit the personal information of the character (name, grade, place of living) in each picture. Explain the new word *grade*. 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.<br>-Repeat **Step 1** for Exchange **2**.<br>-Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers. | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with their partner, then check answers as a class.<br>- Pupils listen to the recording again to double-check their answers. |
| **Activity 5. Read and complete.** (10 minutes)<br>- Pupils can complete four gapped exchanges with the help of picture cues.<br>-Have pupils look at the pictures. Get them to identify personal information of the character in each picture.<br>-Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences.<br>-Model Exchange 1. Have pupils look at the | - Pupils look at the picture, recall the information about Peter and Wendy and say some sentences about them.<br>- Pupils look at the pictures and identify personal information of the character in each picture.<br>- Pupils look at the four incomplete exchanges.<br>- Pupils follow the teacher demonstrating the Exchange 1. |

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| exchange. Ask them what is missing in the answer (a place of living). Then have them look at the picture and identify the needed information (countryside). Ask them to complete the gap (*I live in the countryside.*). Follow the same procedure with Exchanges 2, 3 and 4. | |
| -Have pupils complete the exchanges individually. Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they choose the answers. For example, for Exchange 1, ask *Why did you choose "village"? - I see some parts of a village (a small house with a large yard in front of it, a field behind the house) in the picture* | - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.<br>- Pupils explain why they choose the answers. |
| **Activity 6. Let's sing.** (Track 8) (8 minutes)<br>- Pupils can sing the song *All about me!* with the correct pronunciation, rhythm and melody.<br>-Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.<br>-Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody. | - Pupils listen to the recording all the way through and sing along. |
| -Play the recording again, 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.<br>-Play the recording all the way through for pupils to sing along.<br>-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. | - Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along.<br>Listen to the teacher<br>Play in groups |
| **3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | - The pupils giving the correct answer will continue rolling the dice.<br>- The pupils giving the incorrect answer will lose their turns. |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

Period: 7 **UNIT 1: ALL ABOUT ME!**

**Lesson 2 1-3**

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's favourite things.

- correctly say the words and use *What's your favourite ___? - It's ____.* to ask and answer questions about someone's favourite things.

- use *What's your favourite ___? - It's ____.* in freer contexts.

- use the words *dolphin, pink, sandwich and table tennis* in relation to the topic "All about me!".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite things correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**- Show their love and interest in sports, colours, animals and food.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 12- Audio tracks 9, 10- Teacher's guide: Pages 23, 24, 25, 26

- Flash cards/ pictures and posters (Unit 1)- Computer, projector, …

**III. PROCEDURE**

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|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**.<br><br>**Activity 1. Look, listen and repeat.** (Track 9)<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's favourite things.<br>-Have pupils look at Pictures **a** and **b** and identify | - Look at the pictures on the board.<br>- Say the names of the pictures.<br><br>- Hold a bingo grid.<br><br>- Listen to the teacher's explanation. |

the characters in the pictures (see Input).

-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.

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

-Draw their attention to the question *What's your favourite sport?* and the answer *It's basketball.* Tell pupils that they are used to asking and answering questions about someone's favourite sport.

**Activity 2. Listen, point and say.** (10 minutes)

- Pupils can correctly say the words and use *What's your favourite ___? - It's ____.* to ask and answer questions about someone's favourite things.

-Have pupils look at the pictures and elicit the names of the things in the pictures. Have the class repeat the words a few times. Check comprehension.

-Have pupils point at Picture **a**, listen to the recording, and repeat the words (*sport - table tennis*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.

-Point at the bubbles and have pupils listen and repeat after the recording (*What's your favourite sport? - It's table tennis.*). Draw pupils' attention to the ping pong table and racquets. Point at Picture **a** and have pupils listen and repeat the sentences until they feel confident. Follow the same procedure with Pictures **b**, **c** and **d**.

-Have pupils work in pairs and practise asking and answering the question *What's your favourite ___? - It's ____.* using speech bubbles and Pictures a, b, c and d.

-Invite a few pairs to point at the pictures and say the questions & answers in front of the class.

**Activity 3. Let's talk.** (8 minutes)

- Pupils can use *Can you tell me about yourself? - I'm in ___. I live in ___.* and *What's your favourite ___? - It's ____.* in freer contexts.

-Draw pupils' attention to the pictures. Have them say the actions of the characters in the pictures.

- Play the game.
- Read all the words again.

- Pupils look at Pictures **a** and **b** and identify the characters in the pictures.

- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.
- Pupils follow the teacher's instructions.

- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.
- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.

Pupils look at the pictures and elicit the names of the things in the pictures. Pupils repeat the words a few times.

- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.
- Pupils listen and repeat after the recording. Pupils listen to and repeat the sentences until they feel confident. Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**.

- Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a,

| | |
|---|---|
| Ask questions to help pupils identify favourite things of the characters (see Input).<br>-Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.<br>-Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking and answering questions about favourite things 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.<br>-Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | b, c and d.<br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.<br>- Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a, b, c and d.<br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the cla<br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Date of planning: …/ / 2024

Date of teaching:

Period: 8

**UNIT 1: ALL ABOUT ME!**

**Lesson 2 4-6**

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

**1.Language knowledge & skills**

- listen to and understand three communicative contexts in which speakers ask and answer questions about favourite things and match the characters with the right pictures.

- complete two target gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their love and interest in sports, colours, animals and food.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 13 - Audio track 11 - Teacher's guide: Pages 26, 27, 28

- Flash cards/ pictures and posters (Unit 1) - Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation** | |
| **Activity 4. Listen and match.** (Track 11) (5 minutes)<br>**a. Objectives**<br>- To listen to and understand three communicative contexts in which speakers ask and answer questions about favourite things and match the characters with the right pictures.<br>**b. Content**<br>- Activity 4. Listen and match.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand three communicative contexts in which pupils ask and answer questions about someone's favourite things and match the characters with the right pictures. | - Work in two groups.<br>- Listen to the teacher's explanation. A pair of pupils from each group chooses a window, looks at the picture, then asks and answers questions about someone's favourite things.<br>- Continue playing the game. |
| -Draw pupils' attention to the pictures of the three characters and the favourite things (colour / animal / sport). Identify them as a class.<br>-Play the recording for Exchange 1. Ask pupils to listen and identify the correct picture (a, b or c) and draw a line to match the character (Bill) to the correct favourite thing (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. | - Pupils look at the pictures of the three characters and the favourite things. |
| -Repeat **Step 2** for Exchanges **2** and **3**. Go around the classroom to offer support where necessary.<br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording for pupils to check their | - Pupils listen to the recording and |

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| answers again.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete two target gapped exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete two gapped exchanges with help of picture cues.<br>-Have pupils look at the pictures. Ask them to identify the characters and their favourite things (animal / food) in the pictures.<br>-Model Exchange 1. Have pupils look at the exchange. Ask them what is missing in the first gap (favourite animal). Then have them look at the animal in the picture and identify it. Ask them to complete the gap (It's a dolphin.). Repeat the same procedure with the other gap in the exchange.<br>-Give pupils a time limit to complete gapped Exchange 2 independently. Go around the classroom and help where necessary.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they chose their answers. For example, for the first gap in Exchange **1**, ask *Why did you choose "a dolphin"? - I see a dolphin in the picture.*<br>**Activity 6. Let's play.** (8 minutes)<br>- Pupils can revise the target vocabulary items and structures through the game *Find someone who…*<br>-Tell pupils that they are going to play *Find someone who …* using the language learnt in Lesson 2.<br>-Divide the class into four teams. Give each team a task: e.g. *Find someone who likes dolphins / table tennis / pink / sandwiches.* The members of each team should walk around the classroom, ask their classmates questions e.g. *What's your favourite animal / colour / sport / food?* to get information about their favourite things. When they find someone, they write the name in the blank provided. Ask them to find as many different pupils as possible.<br>-Set time for pupils to play the game.<br>-The team that finds the most pupils at the end of the game wins. | identify the correct picture and draw a line to match the character to the correct favourite thing. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils listen to the recording to check their answers again.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus.<br>- Pupils look at the pictures. Pupils identify the characters and their favourite things in the pictures.<br>- Pupils follow the teacher demonstrating the Exchange 1.<br>- Pupils complete gapped Exchange 2 independently.<br>- Pupils swap books with a partner and check their answers before checking as a class. Pupils explain why they chose their answers.<br>- Pupils listen to the teacher's instructions.<br>- Pupils work in four teams. Pupils find someone, and write the name |

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| **3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | in the blank provided.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: 3 Date of planning: …/ / 2024

Date of teaching:

Period: 9 **UNIT 1: ALL ABOUT ME!**

**Lesson 3 - Period 5**

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

**1.Language knowledge & skills**

- correctly pronounce the two-syllable words with the stress on the first syllable as '*dolphin* and '*tennis* in isolation and as in the sentences *I like 'dolphins.* and *He plays 'tennis on Sundays.*

- say the chant with the correct pronunciation, word stress and rhythm.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their love and interest in sports, colours, animals and food.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 14- Audio tracks 12, 13, 14

- Teacher's guide: Pages 29, 30. Flash cards/ pictures and posters (Unit 1)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**<br><br>**Activity 1. Listen and repeat.** (Track 12)<br>- Pupils can correctly pronounce the two-syllable words with the stress on the first syllable as *'dolphin* and *'tennis* in isolation, and in the sentences *I like 'dolphins.* and *He plays 'tennis on Sundays.*<br>-Draw pupils' attention to the word *'dolphin* and the sentence *I like dolphins.* Play the recording and encourage them to point to 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.<br>-Play the recording again and encourage pupils to listen and repeat. Do this a few times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.<br>-Repeat **Steps 1** and **2** for the second line.<br>-Let pupils work in pairs or groups to say the words '*dolphin* and '*tennis*, and read the sentences *I like 'dolphins.* and *He plays 'tennis on Sundays.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.<br>**Activity 2. Circle, listen and check.** (Track 13)<br>- Pupils can circle the words with the stress on the first syllable.<br>-Draw pupils' attention to the three sets or two-syllable words. Explain what pupils have to do. Check comprehension.<br>-Tell pupils to look at three words in the first line, read them aloud and circle the word that has the stress on the first syllable. Then play the recording for pupils to listen and check their answer.<br><br>-Repeat **Step 2** for the second and third lines. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher's explanation.<br><br>- Pupils listen to the recording again and repeat.<br><br>- Pupils follow the teacher's instructions.<br>- Pupils work in pairs or groups to say the words and read the sentences. Pupils listen to the recording and say the language in front of the class.<br><br>- Pupils pay attention to the three sets or two-syllable words. Pupils listen to the teacher's explanation.<br>- Pupils look at three words in the first line, read them aloud and circle the word that has the stress on the first syllable. Then pupils listen to the recording and check their answer.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with a partner, then check the answers as a class. Pupils |

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|---|---|
| -Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording again for pupils to listen and check their answers again.<br>**Extension:** Invite one or two pupils to stand up, listen to and repeat the words. For a more able class, have pupils find out two-syllable words with the stress on the first syllable.<br>**Activity 3. Let's chant.** (Track 14) (8 minutes)<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm.<br>-Draw pupils' attention to the lyrics of the chant. Check comprehension.<br>-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. *pandas*, *dolphins*, *tennis* and *football*, and the sentences containing those words.<br>-Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation, if necessary.<br>-Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | listen to the recording again and check their answers again.<br><br>- Pupils stand up, listen to and repeat the words. Pupils find out two-syllable words with the stress on the first syllable.<br><br>- Pupils pay attention to the lyrics of the chant.<br><br>- Pupils listen all the way through carefully to the rhythm and pronunciation.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Date of planning: …/ / 2024

Date of teaching:

**UNIT 1: ALL ABOUT ME!**

**Lesson 3 - Period 10**

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

**1.Language knowledge & skills**

- read two paragraphs and circle the correct options.

- make Questions & Answers about personal information and favourite things.

- revise the target language by making a poster and presenting it to the class.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**- Show their love and interest in sports, colours, animals and food.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 15- Audio Track 14- Teacher's guide: Pages 31, 32

- Flash cards/ pictures and posters (Unit 1)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**<br>**Activity 4. Read and circle.** (5 minutes)<br>- Pupils can read the paragraphs and circle the correct answers<br>-Draw pupils' attention to the two paragraphs and read them as a class. Check comprehension.<br>-Draw pupils' attention to the incomplete sentences and answer options. Explain what pupils have to do. Have them pay attention to the sentences about personal information of Tom and Lan. Have pupils read the text again and circle the correct answers.<br>-Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Get pupils to look at the board and check their answers again. If time allows, ask them to read the paragraph aloud in front of the class.<br>**Activity 5. Let's write.** (10 minutes)<br>- Pupils can complete a paragraph with pupils' personal information and favourite things.<br>-Tell pupils the goal of this activity: they are going to look at the gapped paragraph and complete it using their own information. Check comprehension.<br>-Write the sentence with the first gap on the board: *My name is* ____. Read the sentence as a class. When you reach the gap, ask pupils to identify the | - Take turns listening to and repeating the chant, while the rest of the class claps or do the actions.<br>- Pupils pay attention to the two paragraphs and read them as a class.<br>- Pupils look at the incomplete sentences and answer options. Pupils read the text again and circle the correct answers.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils look at the board and check their answers |

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| information needed to complete the gap (their names) and encourage pupils to say the whole sentence (e.g. *My name is Nam*.). Give pupils time to complete the sentence. Read the sentence as a class.<br>-Repeat **Step 2** for the other sentences.<br>-If time allows, invite a few pupils to read the sentences they have completed in front of the class. Have the class observe and praise their work.<br>**Activity 6. Project**(8 minutes)<br>- Pupils can revise the target language by making posters about favourite things and presenting them to the class.<br>-Tell pupils the goal of this activity. Explain that they are going to show posters that they have made at home and tell the class about their favourite things.<br>-Have pupils work in groups of five. Each pupil shows his / her poster that he / she has made at home and tells the group about their favourite things, e.g. *My favourite sport is chess. My favourite food is chicken.* Go around the class and offer help if necessary (e.g. when pupils need some more vocabulary to talk about favourite things).<br>-Invite some pupils to show their work and talk about their favourite things in front of the class. Have pupils stick their posters on the wall (or board) as a display.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | again.<br>- Pupils listen to the teacher's explanation.<br>- Pupils complete the other sentences.<br>- A few pupils read the sentences they have completed in front of the class.<br>- Pupils listen to the teacher's explanation.<br>- Pupils work in groups of five. Pupils show his / her poster that he / she has made at home and tells the group about their favourite things.<br>- Pupils show their work and talk about their favourite things in front of the class. Pupils stick their posters on the wall (or board) as a display.<br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Period:

Date of teaching:

# UNIT 2: OUR HOMES

## Lesson 1 - Period 11

## I. OBJECTIVES

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

**Language knowledge & skills**

- use the words *building, flat, house, tower* and the numbers *23, 38, 93*, and *116* in relation to the topic "Our homes";

- correctly say the words and use *Do you live in this / that? – Yes, I do. / No, I don't.* to ask and answer questions about someone's home;

- use *Do you live in ____? – Yes, / No, ____.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their personal information and where they live.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 16

- Audio tracks 15, 16

- Teacher's guide: Pages 33, 34, 35

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by playing a game.<br>**b. Content**<br>- Game: Collect the letters.<br>**c. Expected outcomes**<br>- Pupils can correctly say and spell some words they | <br><br><br><br><br>- Pupils play the game.<br>- Pupils look at the pictures to find the word. When |

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| have previously learned<br>**Game: Collect the letters.**<br>- - Greet the class. Ask pupils to look at the pictures and guess the words (*street, road, village, city*).<br>If students can correctly say and spell the word, they get a letter. After guessing all of the words, they look at the letters, unscramble to find out the key word of the lesson.<br>- Get pupils to open their books at page 16 and look at *Unit 2, Lesson 1, Activity 1*. Write the title *Our homes* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson. | pupils say and and spell the word correctly, they get a letter. After guessing all of the words, they look at the letters, unscramble to find out the key word.<br>- Pupils open their books.<br>Pupils listen and repeat the title. |
| **Activity 1. Look, listen and repeat.** (Track 15) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focusing on greetings, and asking and answering questions about someone's home.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on greetings, and asking and answering questions about someone's home.<br>-Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they can see in the pictures.<br>-Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese where necessary, then repeat in English after the teacher.<br>-Play the recording and encourage pupils to point at the characters while listening.<br>-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**.<br>-Draw their attention to the question *Do you live in this building?* and the answers *Yes, I do. I live in that flat.* Tell pupils that the question and answer are used to ask and answer about someone's home.<br>**Extension:** Invite a few pairs of pupils to stand up at their places, listen to and repeat the Exchanges **a** | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br>- Pupils look at Picture **a** and identify what the characters are talking about.<br>- Pupils listen to the recording.<br>- Pupils listen to the recording again, sentence by sentence, and repeat. individually and in chorus. Pupils do the same with picture **b.**<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br>- Pairs of pupils stand up or come to the front of the classroom to listen to and repeat the sentences in the recording. |

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| and **b**.<br>**Activity 2. Listen, point and say.** (Track 6)<br>(10 minutes)<br>**a. Objectives**<br>To correctly say the words and use *Do you live in this / that ? – Yes, I do. / No, I don't*.<br>to ask and answer questions about someone's home.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the words and use *Do you live in this / that __? – Yes, I do. / No, I don't.* to ask and answer questions about someone's home.<br>-Have pupils look at Pictures **a**, **b**, **c** and **d**, say what they can see in the pictures. Point at each picture / word for pupils to look at and say the word and its meaning. Explain that *tower* is another word referring to a tall building in this context.<br>-Play the first part of the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident. Use the flash cards for the class to practise speaking.<br>-Draw pupils' attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the second part of 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**.<br>-Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary.<br>-Invite a few pairs to stand up and point at each picture in their books to ask and answer the questions.<br>**Activity 3. Let's talk.**<br>(8 minutes)<br>**a. Objectives**<br>- To use *Do you live in this / that ___? – Yes, I do. / No, I don't.* in a freer context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>Pupils can use *Do you live in this / that ___? – Yes, I do. / No, I don't.* in a freer context.<br>-Draw pupils' attention to the picture. Ask questions to revise the relevant words (*see Input*).<br>-Elicit pupils' answers to the questions and write | - Pupils look at the pictures and elicit the personal information of each character.<br><br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher's instructions with the other three pictures.<br><br>- Pupils work in pairs to practise asking and answering the question, using speech bubbles<br><br>- Pupils look at the picture and identify the character's information in the picture.<br><br>- Pupils look at the bubbles to understand how the sentence pattern is used.<br>- Pupils role-play to practise asking the questions and giving their answers in |

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| them on the board. Get pupils to say the completed sentences.<br>-Put pupils into pairs to ask and answer questions about each home type in the illustration. Go around the classroom to offer support where necessary.<br>-Invite a few pairs to the front of the classroom. They can use the pictures in relation to this section to ask and answer questions about their homes.<br>**Suggested answer:**<br>**a.** *A:* (*points at King Tower*)<br>Do you live in this tower?<br>*B:* No, I don't. I live in a house in the countryside.<br>**b.** *A:* (*points at the house*)<br>Do you live in that house?<br>*B:* Yes, I do. It's my house.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | pairs, using the picture cue.<br><br>- Pairs of pupils practise asking and answering questions in front of the class.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

**UNIT 2: OUR HOMES**

**Lesson 1 - Period 12**

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

**1.Language knowledge & skills**

- listen to and understand four communicative contexts in which speakers ask and answer questions about their homes and number the pictures;

- complete four gapped exchanges with the help of picture cues;

- reinforce understanding of the words and sentences related to the topic "Our homes" by playing *Guessing* game.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**- Show their pride in their personal home and address

## II. RESOURCES AND MATERIALS

- Pupil's book: Page 17- Audio track 17- Teacher's guide: Pages 36, 37

- Flash cards/ pictures and posters (Unit 2)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation** - Pupils can correctly say the sentence structures *Do you live in this / that __? – Yes, I do. / No, I don't.* to ask and answer questions about someone's homes.<br>**Activity 4. Listen and number.** (Track 17)<br>(5 minutes)<br>- Pupils can listen to and understand four communicative contexts in which speakers ask and answer questions about their homes and number the pictures.<br>-Draw pupils' attention to the pictures and ask questions to elicit the home in the pictures, for example, *What can you see in this picture? Is it a house? Is it a tower?*<br>-Play the recording all the way through. Then play it again for pupils to listen and number the pictures.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**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.<br>**Activity 5. Read and complete.** (10 minutes)<br>- Pupils can complete four gapped exchanges with the help of picture cues.<br>-Model Exchange 1 as an example. Have pupils read the question and answer, and guess the missing word in the question. Draw their attention to the picture, and explain that pupils should pay attention to the hand pointing at the house to decide the missing word to fill in the gap (*this*). For Exchanges **3** and **4**, point at each picture in focus to elicit the | - Pupils look at the pictures.<br>- Pupils follow the teacher's instructions.<br>- Pupils listen to the recording and do the task.<br>- Pupils swap books with their partner, then check answers as a class.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus.<br>- Pupils follow the teacher demonstrating the Exchange **1**.<br>- Pupils complete the exchanges individually.<br>- Pupils swap books with a partner and check their answers before checking as a class. |

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| words *flat* and *building*.<br>-Give pupils time to do the task independently. Go around the classroom to offer help where necessary.<br>-Get pupils to swap books with a partner to check their answers before checking as a class. Invite a pup | - Pairs of pupils read the completed exchanges aloud. |
| **Activity 6. Let's play.** (8 minutes)<br>-Draw pupils' attention to the game input on the board. Introduce and explain how to play the game: The class is divided into groups A and B. Each member in Group A and B writes a question to guess the home type that his / her counterpart in the other group lives in. Their work should be written on paper slips and handed to the teacher when the time limit is over. After that, the teacher invites two groups at random to interact using the questions and answers. | - Pupils pay attention to the game input on the board.<br>- Pupils work into groups A and B.<br>- Pupils follow the teacher's instructions. |
| -Give pupils a time limit for the class to prepare for the game and go around the class to offer help where necessary. | - Pupils prepare for the game. |
| -When the time is over, nominate a pair from different groups to check their interaction. Have the counterpart group stand up at their places, make the guesses, and encourage the rest of pupils to cheer up whenever the guess is correct. | - Pupils play the game.<br>- Pupils cheer up whenever the guess is correct. |
| **3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

**UNIT 2: Our homes!**

**Lesson 2 - Period 13**

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's home and address;

- correctly say the words and use *What's your address? – It's* ____. to ask and answer questions about someone's address;

- use What's your address? – It's _____. to ask and answer questions about someone's address;

- use *Do you live in* ___*? Yes, / No,* ___. and *What's your address? – It's* ____. in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite things correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**- Show their pride in their personal information and where they live.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 18- Audio tracks 18, 19- Teacher's guide: Pages 38, 39, 40

- Flash cards/ pictures and posters (Unit 2)- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**<br><br>**Activity 1. Look, listen and repeat.** (Track 18) (5 minutes)<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about someone's home and address<br>-Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they are talking about.<br>-Ask pupils to look at Picture **a**. Play the recording for them to listen and follow the language. 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**. | <br><br><br>- Pupils look at Pictures **a** and **b** and identify the characters in the pictures and what they are talking about.<br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.<br>- Pupils follow the teacher's instructions.<br><br>- Pairs of pupils come to the |

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| -Invite a few pairs to the front of the classroom to listen and repeat the questions and answers of the Exchanges **a** and **b**.<br>**Extension:** Draw pupils' attention to the question *What's your address?* and the answer *It's 45 Ba Trieu Street.* Explain how to use capital letters in addresses in English, and how to read the numbers in addresses (45 → forty-five).<br>**Activity 2. Listen, point and say.** (Track 19) (10 minutes)<br>- Pupils can say the words and use *What's your address? – It's*_____. to ask and answer questions about someone's address.<br>-Ask pupils to look at Pictures **a**, **b**, **c** and d and say what they can see in each picture.<br>-Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards to practise saying the numbers 116 (one sixteen), 38 (thirty-eight), 93 (ninety-three), 23 (twenty-three) and the street names.<br>**Activity 3. Let's talk.** (8 minutes)<br>- Pupils can use *Do you live in ___? – Yes, / No, ___.* and *What's your address? – It's __.* in a freer context.<br>-Ask pupils to look at the pictures and elicit the addresses. Ask questions to help them identify the context (see Input).<br>-Point at the first building and elicit the question in the first speech bubble *Do you live in __?* and the answer in the second speech bubble *Yes, / No, ____.* as an example. If the answer is *No*, then point at the question *What's your address?* Write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.<br>-Give pupils time to work in pairs and take turns pointing at each picture to ask and answer using *Do you live in ____?*<br>*– Yes, / No, ____.* and *What's your address? – ____.*<br>-Invite a few pairs to come to the front of the classroom and act out the exchanges.<br>**3.Consolidation and homework**<br>**Game: Bad Luck Billy (ppt)** | front of the classroom to listen to and repeat the sentences in the recording.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br>- Pupils look at the pictures and elicit the number and the names of the street in the pictures.<br>- Pupils listen to and repeat the words a few times.<br>- Pupils point at Picture **a**, listen to the recording and repeat the sentences in both bubbles until they feel confident. Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**.<br>- Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a, b, c and d.<br>- Pupils look at the pictures and identify the number and the name of the street.<br>- Pupils role-play to practise asking and answering questions about address, using picture cues. |

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| - Ask all pupils to stand up.<br>- In rows, ask one pupil to read the question, the pupil beside answer that question.<br>Then the next pupil goes.<br>- If Billy is struck by lightning when a pupil's reading/ answering, that pupil is out (sit down).<br>- The last pupil standing is the winner. | - Pupils practise asking and answering questions in front of the class.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

**UNIT 2: OUR HOMES**

**Lesson 2 - Period 14**

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

**Language knowledge & skills**

- listen to and understand two communicative contexts in which speakers ask and answer questions about their addresses and circle the correct pictures;

- complete two gapped dialogues with the help of picture cues;

- listen to and complete the song *Homes* and to sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their pride in their personal information and where they live.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 19- Audio tracks 20, 21- Teacher's guide: Page 40, 41, 42

- Flash cards/ pictures and posters (Unit 2)- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation**<br><br>**Activity 4. Listen and circle.** (Track 20)<br>(5 minutes)<br>- Pupils can listen to and understand two communicative contexts in which speakers ask and answer questions about someone's address and circle the correct pictures.<br>-Draw pupils' attention to the pictures and ask questions to elicit the addresses. Remind them to pay attention to the numbers of the addresses. Have pupils predict<br>which picture is referred to in Conversation 1 (Picture b).<br>-Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and circle the correct picture.<br>-Repeat **Steps 1** and **2** for Conversation 2.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**Extension:** If time allows, play the recording, sentence by sentence, for pupils to<br>listen and repeat individually and in chorus. Correct their pronunciation where<br>necessary<br>**Activity 5. Read and complete.** (10 minutes)<br>- Pupils can complete two gapped dialogues with the help of picture cues.<br>-Do the first gapped dialogue with the class as example. Have pupils read the dialogue. Draw pupils' attention to the address and the distance from the address to the place where they are before guessing the missing words. Remind pupils of the collocation *far from*.<br>-Read the second dialogue. Point at the building and draw pupils' attention to the boy's hand toward the building on the left-hand side. Elicit the missing word (*that*). For other missing words, tell pupils to rely on the context of the questions and answers.<br>-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 offer | - Pupils look at the pictures and say the numbers of the addresses.<br><br>- Pupils listen to the recording and circle the correct picture. Pupils listen to the recording again to do the task.<br>- Pupils swap books with a partner, and check answers before checking as a class.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus.<br><br>- Pupils follow the teacher demonstrating the Dialogue **1**. Pupils look at the picture and the address in the bubble.<br><br>- Pupils read the second dialogue. Pupils follow the teacher's instruction. |

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| support where necessary.<br>-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.<br>**Extension:** Invite two pairs of pupils to act out the completed dialogues. Check pronunciation where necessary.<br>**Activity 6. Listen, complete and sing.** (Track 21) (8 minutes)<br>- Pupils can complete the song *Homes* and sing it with the correct pronunciation, rhythm and melody.<br>-Have pupils read the song lyrics and guess the missing words with the help of the picture. Give Number 1 as an example (**building**). Fill in the gap.<br>-Repeat **Step 1** for Number 2 (*tower*) and Number 3 (*19*).<br>-Give a time limit for pupils to read and fill the gaps. Then play the recording again for them to check the answers.<br>-Play the recording again for pupils to listen and sing along before they practise singing the song.<br>**3.Consolidation and homework**<br>**Game: Lucky number (ppt)**<br>- Teacher divides the class into 2 teams.<br>- Each team takes turns to choose the number and answer the question.<br>- Teacher checks the answer with the whole class.<br>- Pupils get the point(s) if they answer the question correctly.<br>- The team with more points is the winner. | - Pupils complete gapped Exchange 2 independently.<br>- Pupils swap books with a partner and check their answers before checking as a class.<br><br>- Pairs of pupils read the completed dialogues aloud.<br><br>- Pupils read the song and guess the missing words.<br><br>- Pupils follow the teacher's instructions.<br>- Pupils work individually, listen and complete.<br>- Pupils listen to the recording to check their answers again.<br>- Pupils listen and sing along.<br><br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

**UNIT 2: OUR HOMES**

**Lesson 3 - Period 15**

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

**1.Language knowledge & skills**

- correctly pronounce the two-syllable words with the stress on the second syllable as in *fif'teen* and *six'teen* in isolation and as in the sentences *I live at fifteen Ba Dinh Street*; *She lives at sixteen London Street*;

- identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words;

- say the chant with the correct pronunciation, word stress and rhythm.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their pride in their personal home and address.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 20- Audio tracks 22, 23, 24- Teacher's guide: Pages 42, 43, 44

- Flash cards/ pictures and posters (Unit 2)- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **1.WARM-UP** (5 minutes)<br>**Song: Big Numbers**<br>- Greet the class, then have the class listen and sing the song *Big Numbers*.<br>- Review numbers *Matching Game.*<br>Explain how to play the game: Pupils take turns to open two cards, trying to find the pairs of numbers (as numbers and words). If the cards don't match, teacher clicks to turn them back. If the cards match, praise students and give them points for their team.<br>**Activity 1. Listen and repeat.** (Track 22)<br>(5 minutes)<br>- Pupils can correctly pronounce two-syllable words with the stress on the second syllable as in *fif'teen* and *six'teen* in isolation and as in the sentences *I live at fif'teen Ba Dinh Street.* and *She lives at six'teen London Street.*<br>-Have pupils point at the word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.* Play the | - Pupils sing the song.<br>- Pupils listen to teacher's instructions.<br>Pupils play the game.<br>- Pupils point to the word and sentence in the first line while listening.<br>- Pupils listen to the recording again and repeat. |

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| recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.<br>-Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.<br>-Repeat Steps 1 and 2 for the word *six'teen* and the sentence *She lives at six'teen London Street.* Go around the classroom and correct pupils' pronunciation where necessary.<br>-Let pupils work in pairs or groups, saying the words and reading the sentences. | - Pupils follow the teacher's instructions for the second line.<br>- Pupils work in pairs or groups to say the words and read the sentences. |
| **Activity 2. Circle, listen and check.** (Track 23) (10 minutes)<br>- Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.<br>-Tell pupils that this is an odd-one-out exercise. Pupils circle the word having a different stress from each line. Then listen to the recording to check their answers.<br>-Set a time for pupils to do the task.<br>-Play the recording, once or twice, for pupils to listen and check their answers. 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. | - Pupils listen to the recording and say the language in front of the class.<br>Pupils pay attention to the three sets of two-syllable words. Pupils listen to the teacher's explanation. |
| **Activity 3. Let's chant.** (Track 24) (8 minutes)<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm.<br>-Have pupils look at the pictures and identify the addresses.<br>-Get pupils to read the first verse of the chant and draw their attention to the numbers 15 (*fif'teen)* and 16 (*six'teen)*. Check comprehension.<br>-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. | - Pupils look at three words in each line, read them aloud and circle the word that is different from the other two. Then pupils listen to the recording to check their answers.<br>- Pupils do the task individually.<br>- Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers |

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| -Repeat Steps **2** and **3** for the second verse of the chant but draw their attention to the numbers 18 *(eigh'teen)* and 19 *(nine'teen)*.<br>-Play the recording all the way through for pupils to chant and clap their hands.<br>**3.Consolidation and homework**<br>- T asks ss to answer the following questions:<br>+ *What have you learnt from the lesson today?*<br>- Learn by heart the lesson - Prepare the new lesson: | again.<br>- Pupils stand up, listen to and repeat the words.<br>- Pupils do the same procedure with the second verse of the chant<br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week: Date of planning: …/ / 2024

Date of teaching:

**UNIT 2: OUR HOMES**

**Lesson 3 - Period 16**

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

**1.Language knowledge & skills**

- read a letter and show understanding by deciding if the sentences are true or false;
- write the answers to the guiding questions based on their personal information;
- present the results of a survey of pupils' homes to the class.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Show their knowledge about houses and addresses.

**II. RESOURCES AND MATERIAL**

- Pupil's book: Page 21- Teacher's guide: Pages 44, 45

- Flash cards/ pictures and posters (Unit 2)- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **1.Warm up:** (5 minutes) Sing a song<br>**2.Presentation** | |
| **Activity 4. Read and tick True or False.** (5 minutes)<br>- Pupils can read a letter and show understanding by deciding if the sentences are true or false. | - Pupils listen to the teacher's instruction.<br>- Pupils read the letter as a class. |
| -Tell pupils the goal of the activity and explain that they should read the letter and tick *True* or *False* for the sentences provided. Check comprehension. | - Pupils do sentence Number 1 as a class. |
| -Give an example with Number 1. Have pupils read the sentence Number 1; then scan the letter above quickly to find the correct fact (*Sydney*). Then tell them to compare with the information given in the sentence provided (*London*). Tell the pupils to tick the box *False*. | - Pupils do the task individually. |
| -Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary. | - Pupils swap books with a partner, and check answers before checking as a class. |
| -Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary. | - One or two pupils stand up and read aloud the letter. |
| **Activity 5. Let's write.** (10 minutes)<br>- Pupils can write the answers to guiding questions based on their personal information. | |
| -Tell the class the goal of the activity and explain that they should read the questions and write the answers based on their personal information. | - Pupils listen to the teacher's explanation. |
| -Give an example with Question **1**. Invite a pupil to read Question **1** and write the answer on the board and read it aloud. Correct the spelling and pronunciation where necessary. | - Pupils follow the teacher's instructions. |
| -Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary. | |
| -Get pupils to swap books with a partner and check | |

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| their answers before checking as a class. If time allows, invite one or two pupils to stand up and read aloud their answers.<br>**Activity 6. Project**(8 minutes)<br>- Pupils can present the results of a survey of pupils' homes to the class.<br>-Check pupils' preparation of their survey.<br>-Invite a pupil to report his / her survey with your help.<br>-Have pupils work in groups to practise reporting their own surveys. Go around the classroom and offer help where necessary.<br>-Invite a few pupils to report their surveys in front of the class. Praise them when they do a good job.<br>**3.Consolidation and homework**<br>**Game: Mystery Box (ppt)**<br>- Divide the class into two groups: Boys and Girls.<br>- Pupils listen to the teacher's explanation.<br>- In teams, pupils take turns to choose the letters and answer the questions. If they have the correct answers, they can give the mystery box or keep it to the other teams. The group with more points wins the game. | - Pupils do the task individually.<br>- Pupils swap books with a partner and check their answers before checking as a class.<br>- Pupils stand up and read aloud their answers.<br>- Play in groups<br>Listen to the teacher |

**IV. ADJUSTMENTS (if necessary):**

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Week 5 Date of planning: …/ / 2024

Date of teaching:

**REVIEW 3**

**Period 1**

**I. OBJECTIVES**

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

**1.Language knowledge & skills:**

- listen to five questions and circle the correct answers a, b or c.

- ask and answer questions using picture cues.

2. **Competences:**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 36

- Audio track 51

- Teacher's guide: Pages 251, 252

- Flash cards/ pictures and posters (Review 3)

- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Game: Colourful butterflies**<br>**a. Objectives**<br>- To revise the sentence structures from Unit 11 to Unit 15.<br>**b. Content**<br>- Game: Colourful butterflies<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures from unit 11 to unit 15.<br>- Tell the class they are going to look at the pictures, then ask and answer the questions suitable with the picture.<br>- Show six colourful butterflies on the board. Each butterfly contains a picture and different points. | - Listen to the teacher's explanation.<br><br>- Look at six colourful butterflies on the board.<br><br>- Work in 2 groups.<br>- Play the game in turns.<br><br>- Choose a butterfly, then ask and answer the question. |

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| - Divide the class into 2 groups.<br>- Have two pupils from each group play the game in turns.<br>- Have each pair choose a butterfly, then ask and answer the question.<br>- If they ask and answer correctly, they will get points. If they choose a lucky butterfly, they will get points and continue the next turn.<br>- The group with more points wins the game. Praise the winner | - Praise the winner. |
| **Activity 1. Listen and circle a, b or c.** (Track 51) (10 minutes)<br>**a. Objectives**<br>- To listen to five questions and circle the correct answer a, b or c.<br>**b. Content**<br>- Activity 1. Listen and circle a, b or c.<br>**c. Expected outcomes**<br>- Pupils can understand five questions and circle the correct answers a, b or c. | - Pupils pay attention to the first set of suggested answers. Pupils listen to the teacher's instruction.<br>- Pupils read the answer options.<br>- Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions with the rest of the questions.<br>- Pupils swap books with a partner, then check answers as a class. |
| -Draw pupils' attention to the first set of answers. Explain that these are answers to questions - they will hear a question in the recording and they have to choose the answer that matches the question.<br>-Have them read the answer options **1a, 1b** and **1c**. Check comprehension.<br>-Play the recording for Question **1** twice for pupils to do the task. Play the recording a third time for pupils to check their answers.<br>-Repeat Steps **2** and **3** for the rest of the questions.<br>-Get pupils to swap books with a partner, then check answers as a class. Play the recording for pupils to double-check their answers. | |
| **Activity 2. Ask and answer.** (18 minutes)<br>**a. Objectives**<br>- To ask and answer questions using picture cues.<br>**b. Content**<br>- Activity 2. Ask and answer.<br>**c. Expected outcomes**<br>- Pupils can ask and answer questions using picture cues. | Pupils look at the first picture. Pupils look at the bubble to identify the activity of the children shown in it.<br>- Pupils look at Question **1**. Pupils look at the bubble over Linh's head to answer the question. |
| -Draw pupils' attention to Picture **1**. Get them to look at the thought bubble and identify the activities (singing and dancing). Check pupils' comprehension. | - Pupils follow the teacher's instructions with the rest of the questions. |

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| -Draw pupils' attention to the question that accompanies Picture 1 – *What will we do on Children's Day?* and have them read it. Have pupils use the activities in Linh's thought bubble to answer the question.<br>-Repeat Steps **1** and **2** with the rest of the questions.<br>-Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.<br>**Extension:** Invite pairs of pupils to stand up and role-play one of the target exchanges, using their own information. Ask pupils to add or change some details in the questions if needed.<br>**WRAP-UP** (7 minutes)<br>**Game: Pass the ball**<br>- Give two different coloured balls to two pupils, a blue ball (*ask the question*) and a white ball (*answer the question*).<br>- Ask pupils to listen to music and pass the balls.<br>- Stop music suddenly. Have the pupil with a blue ball make a question. Have the pupil with a white ball answer the question.<br>E.g. Pupil *A: How does your brother stay healthy?*<br>Pupil *B: He does morning exercise.*<br>- Repeat the game several times. | - Pupils work in pairs to role-play the four exchanges.<br>- Pairs of pupils stand up and take it in turns to role-play the target exchanges<br><br>Listen to the teacher |

Week: Date of planning: …/ / 2024

Period:

Date of teaching:

**REVIEW 3**

**Period 2**

**I. OBJECTIVES**

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

**1.Language knowledge & skills:**

- read and match pairs of target sentence patterns;

- read a paragraph and decide whether the sentences are true or false;

- write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a word cue.

2. **Competences:**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 37

- Teacher's guide: Pages 253, 254

- Flash cards/ pictures and posters (Review 3)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Let's chant.** (Track 50)<br>**a. Objectives**<br>- To motivate the class by saying the chant of Unit 15, page 34.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm<br>- Spend a few minutes revising Unit 15 by having pupils say the chant on page 34.<br>- Play the chant for pupils to listen and chant in chorus.<br>- Play the chant again for pupils to chant in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a team to perform the chant in front of the class. | - Listen to the teacher's instructions.<br>- Listen and chant in chorus.<br>- Chant in chorus and clap hands to reinforce the activity.<br>- Perform the chant in front of the class. |
| **Activity 3. Read and match.** (5 minutes)<br>**a. Objectives**<br>- To read and match pairs of target sentence patterns.<br>**b. Content**<br>- Activity 3. Read and match.<br>**c. Expected outcomes**<br>- Pupils can read and match pairs of target sentence patterns. | Pupils look at the sentences.<br>Pupils listen to the teacher's instructions.<br>- Pupils do the task. |

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| -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 the letter **e**.<br>-Give pupils time to do the task. Go around the classroom to offer support.<br>-Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. | - Pupils swap books with a partner, then check answers together as a class. Pupils look at the correct answers on the board. |
| **Activity 4. Read and tick True or False.** (10 minutes)<br>**a. Objectives** - To read a paragraph and decide whether the sentences are true or false.<br>**b. Content**<br>- Activity 4. Read and tick True or False.<br>**c. Expected outcomes**<br>- Pupils can read the paragraph and decide whether the sentences are true or false. | - Pupils listen to the teacher's instruction.<br>- Pupils read the paragraph while thinking of the questions. |
| -Tell pupils that they are going to read a paragraph. Then have them focus on the questions before reading.<br>-Have pupils read the paragraph. Check comprehension.<br>-Have pupils read Sentences **1 – 5**. Tell them to read Sentence **1** again and pay attention to the keywords *Children's Day party* and *in the playground*, 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.<br>-Repeat Step 3 for Sentences **2, 3, 4** and **5**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.<br>-Get pupils to swap books with their partners and check their answers before checking as a class. Have pupils read aloud the words / sentences in the reading text that help them find the information needed to tick True or False. For example, for Sentence **1** the required information is *We will have a party in the playground*., so pupils should tick the True box. | - Pupils read all the sentences under the paragraph. Pupils read Sentence **1** and pay attention to the keywords *Children's Day party* and *in the playground,* then scan the paragraph for the information.<br>- Pupils follow the teacher's instructions with Sentences **2**, **3, 4** and **5**. Pupils do the activity independently.<br>- Pupils swap books with their partners and check their answers before checking as a class.<br>- Some pupils read the false sentences aloud and correct them. |
| **Activity 5. Let's write.** (8 minutes)<br>**a. Objectives**<br>- To write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a | - Pupils follow the teacher's |

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| word cue.<br>**b. Content**<br>- Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can write a short paragraph of 40 words about the last Mid-Autumn Festival using questions and a word cue.<br>-Tell the class the goal of this activity: to read the questions and the word cue, and write about the last Mid-Autumn Festival. Tell pupils that they should write about 40 words. Check comprehension.<br>-Read the first question as a class (*When was the festival?*). Tell pupils that they should answer this question to get information to complete the first sentence of the paragraph. Write the incomplete sentence on the board (*The last Mid-Autumn Festival was* ____.) and elicit what information is needed to finish the sentence (*in* followed by the month of the last Mid-Autumn Festival).<br>-Ask pupils to read the other questions carefully and write their own answers to complete the passage.<br>-If time allows, invite a few pupils to read their paragraphs to the class. Give feedback where necessary<br><br>**WRAP-UP** (7 minutes)<br>**Game: Throw the dice**<br>- Explain how to play the game.<br>- Divide the class into two teams.<br>- Stick a picture on the board, e.g. *do yoga*<br>- Have two pupils of each group take turns asking and answering about the picture.<br>E.g. Pupil A: *How often does your mother do yoga?*<br>Pupil B: *She does yoga twice a week.*<br>- If they ask and answer correctly, they will throw the dice to get points.<br>- The team with the most points wins. | explanation.<br><br>- Pupils look at the first sentence with the gap on the board. Pupils read the sentence as a class. Pupils follow the teacher's instructions.<br><br>- Pupils follow the teacher's instructions with the other questions. Pupils read the questions carefully and write the answers to complete the lines in the passage.<br>- A few pupils read the sentences they have completed/written aloud in front of the class. The class observes and praises their work.<br><br>Listen to the teacher |

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# EXTENSION ACTIVITIES

## Period 3

## I. OBJECTIVES

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

**1.Language knowledge & skills:**

- show understanding of food types by colouring in a picture.

- categorise a wider range of food and drink items by their food types.

2. **Competences:**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform speaking, reading and writing tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Play games fair.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 38, 39

- Teacher's guide: Pages 254, 255, 256

- Flash cards/ pictures and posters (Review 3)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Let's sing.** (Track 44)<br>**a. Objectives**<br>- To revise the song of Unit 15 on page 31.<br>**b. Content**<br>- Let's sing.<br>**c. Expected outcomes**<br>- Pupils can sing the song with the correct pronunciation and melody.<br>Spend a few minutes revising Unit 15 by having pupils sing the song on page 31.<br>- Play the song for pupils to listen and sing in chorus. | Listen to the teacher's instructions.<br><br>- Listen and sing the song in chorus.<br>- Sing the song in chorus and clap hands to reinforce the activity.<br>- Perform the song in front of the class. |

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| - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a team to perform the song in front of the class.<br>**Activity 1. Look, read and colour.** (5 minutes)<br>**a. Objectives**<br>- To show understanding of food types by colouring in a picture.<br>**b. Content**<br>- Activity 1. Look, read and colour.<br>**c. Expected outcomes**<br>- Pupils can show understanding of food types by colouring in a picture. | Pupils listen to the teacher's explanation.<br><br>- Pupils look at the four food types given in the activity on the board. Pupils answer the questions. |
| -Tell the class the goal of this activity: They need to identify the food types by colouring in the picture, according to the key above. Check comprehension.<br>-Write the four food types given in the activity on the board. Have pupils say them aloud and elicit some examples of each food type. Draw pupils' attention to the key and have them identify the colours. Ask questions to check comprehension, such as *What colour is protein? (red)* and *What colour should bread be? (yellow)*. Point at each food / drink and have pupils say its name. Correct pronunciation where necessary.<br>-Make sure that pupils each have access to blue, red, yellow and green crayons. Put pupils into pairs and have them decide which colour each food / drink item should be. Remind them that they need to colour the food and drink with corresponding colours that match their types. Set a time for pupils to complete the activity independently. | - Pupils follow the teacher's instructions.<br>- Pupils complete the activity independently. |
| -Check answers as a class by pointing to the food / drink items and having pupils call out the food, the correct food type and the colour (e.g. *fish, protein, red*).<br>-Invite a few pupils to the front of the class and have them present their work to the class. Model what they need to say, e.g. *Fish is protein. Rice is grains.*<br>**Activity 2. Look and write.** (10 minutes)<br>**a. Objectives**<br>- To categorise a wider range of food and drink items by their food types.<br>**b. Content**<br>- Activity 2. Look and write.<br>**c. Expected outcomes**<br>- Pupils can categorise a wider range of food and | - Pupils check the answers. Pupils call out the food, the correct food type and the colour.<br><br>- A few pupils come to the front of the class and present their work to the class.<br><br>- Pupils listen to the teacher's explanation. |

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| drink items by their food types<br>-Tell the class the goal of this activity: They need to categorise the foods by writing the names of the food and drink items in the correct columns of the table. Check comprehension.<br>-Write the table on the board and have pupils say the four headings aloud. Draw pupils' attention to the pictures and have them say the names of the food / drink items aloud. Correct their pronunciation where necessary. Ask questions to check comprehension, such as *What's this?* and *Is this protein or grains?*<br>-Set a time limit for pupils to complete the activity. Have them complete the table independently, then check answers in pairs.<br>-Check answers as a class by pointing to the pictures and having pupils call out the correct food type. As they do so, complete the table on the board.<br>-Invite a few pupils to the front of the class and have them present their work to the class. Ask questions about the table, e.g. *What is cheese? (Cheese is dairy.) What are noodles? (Noodles are grains.).*<br>**Activity 3. Write and say.** (8 minutes)<br>**a. Objectives**<br>- To create a healthy breakfast and present it to the class.<br>**b. Content**<br>- Activity 3. Write and say.<br>**c. Expected outcomes**<br>- Pupils can create a healthy breakfast and present it to the class.<br>-Tell the class that they are going to create a healthy breakfast and present it to the class. They need to think of four food and drink items to create the breakfast.<br>-Draw pupils' attention to the picture and have them identify the bowl and the blank spaces. Tell them they will need to write the food and drink items in the spaces. Have a pupil identify Ben and read his speech bubble aloud.<br>-Ask pupils what they usually eat for breakfast. Make a list of their answers on the board. Ask *Is this food/drink healthy?* And allow pupils to respond. If they identify an unhealthy item, ask them for a healthy replacement.<br>-Have pupils create their healthy breakfast by writing down the food and drink items. If time allows, encourage pupils to draw their breakfasts. | - Pupils look at the table on the board and say the four headings aloud. Pupils answer the questions.<br>- Pupils complete the table independently, then check answers in pairs.<br>- Pupils check answers as a class. Pupils call out the correct food type.<br>- A few pupils come to the front of the class and present their work to the class.<br>- Pupils listen to the teacher's explanation.<br>- Pupils look at the picture, identify the bowl and the blank spaces. Pupils answer the questions.<br>- Pupils listen and answer the questions. |

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| -Have pupils check their answers in pairs. Go around the classroom to check that the foods/drinks used are healthy and that the words are spelt correctly. Invite a few pupils to share their healthy breakfasts with the class. Model your own healthy breakfast if necessary, e.g. *This is my healthy breakfast. I'd like to have bread, an egg and an apple.* Put pupils into groups of four and have them present their healthy breakfasts to each other. Monitor and provide support if necessary.<br>**WRAP-UP** (7 minutes)<br>**Game: Kim's game (ppt)**<br>- Divide the class into two teams. Say "You are going to play a memory game."<br>- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.<br>E.g. *butter, bread, apple, chicken, grapes, egg, noodles, yogurt, green beans, cheese, carrot, milk, water, apple juice, corn, rice, fish, meat, orange juice, etc.*<br>- Turn the word cards face down on the board. In their teams, the pupils try to write down and draw as many words and pictures as they can remember.<br>- Check the answers as the class.<br>- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all the words and phrases. | - Pupils write down the food and drink items.<br><br>- Pupils work in pairs. A few pupils come to the front of the class and present their work to the class.<br><br>Listen to the teacher |

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**REVIEW 4**

**Period 1**

## I. OBJECTIVES

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

**Language knowledge & skills:**

amiliar topics such as seasons and weather, stories for children, means of transports, places of interest, summer holidays, and tick the correct pictures.

- To ask and answer questions using picture cues or personal information.

2. **Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about previous topics

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

3. **Attributes:**

- Pupils can observe changes in temperature and choose their suitable clothes.

- Students can learn some life lessons and develop their imagination and creativity through stories for children.

- Pupils can estimate the distance and think about the transport when they travel.

- Learning about places of interest broadens pupils' understanding of the world's diversity.

- Students can plan their summer holidays, considering activities

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 70

- Audio Tracks 102

- Teacher's guide: Pages 298, 299, 300

- Flash cards/ pictures and posters (Unit 16, 17, 18, 19, 20)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Let's sing.** (Track 95)<br>**a. Objectives**<br>- To revise the previous lesson by having pupils sing the song "Where are you going to go this summer?".<br>- To review words and sentence patterns through the game<br>**b. Content**<br>- Let's sing. | - Listen to the teacher's instructions.<br>- Listen and sing the song in chorus.<br>- Sing the song in chorus and clap hands to reinforce the activity.<br>- Perform the song in front |

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| - Game: "Choose the throw"<br>**c. Expected outcomes**<br>- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.<br>- Pupils can say the words and sentences that they have learnt.<br>- Spend a few minutes revising the previous lesson by having pupils sing the song on page 65.<br>- Play the song for pupils to listen and sing in chorus.<br>- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a group to perform the song in front of the class.<br>**Activity 1. Listen and tick** (Track 102)<br>(10minutes)<br>**a. Objectives**<br>To listen to and understand five communicative contexts2 in which characters talk about familiar topics such as seasons and weather, stories for children, means of transports, places of interest, summer holidays, and tick the correct pictures.<br>**b. Content**<br>- Activity 1. Listen and tick<br>**c. Expected outcomes**<br>Pupils can listen to and understand five communicative contexts and tick the correct pictures.<br>-Draw pupils' attention to Pictures 1a, 1b and 1c. Elicit the icons for weather. 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. (Questions **2, 3, 4, 5**)<br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers.<br>**Extension (For advanced level):** Read conversation **1** aloud but change specific information. For example:<br>Boy: What season is it in Hai Duong now?<br>Girl: It's **autumn**.<br>Boy: How's the weather in summer in Hai Duong? | of the class.<br><br>- Pupils look at Pictures 1a, 1b and 1c and identify the weather.<br>- Pupils look at Pictures 1a, 1b and 1c and listen to the recording and tick the correct picture. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.<br>- Swap book with a partner and check answers.<br>- Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.<br>- Pairs of pupils come to the front of the classroom to read the conversation but changer specific information. |

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| Girl: It's **windy and cool**.<br>Have pupils stand up when the information is different. Invite a pupil to correct the information<br>**Activity 2. Ask and answer.** (10 minutes)<br>**a. Objectives**<br>To ask and answer questions using picture cues or personal information.<br>**b. Content**<br>Activity 2. Ask and answer.<br>**c. Expected outcomes**<br>Pupils can ask and answer questions using picture cues or personal information<br>-Draw pupils' attention to Question **1**. Get the class to read it in chorus. Elicit the answer (e.g. *I want to visit Ha Long Bay.*) and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions. (Questions **2, 3, 4**)<br>-Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.<br>- Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges.<br>**WRAP-UP** (7 minutes)<br>**Game: *"Throw the dice"***<br>- Explain how to play the game.<br>- Have pupils play in 3 teams<br>- Have them take turns to answer the questions.<br>- If their answers are correct, they throw the dice to get points for their team.<br>- Team with most points will be the winner. | Read question 1 in chorus.<br>- Role play the exchange.<br>- Repeat the same procedure with the rest of the questions. (Questions **2, 3, 4**)<br><br>- Take turns to role-play the four exchanges.<br><br>- Pairs of pupils stand up and take it in turns to role-play the target exchanges.<br><br>Listen to the teacher |

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## REVIEW 4

## Lesson 2

### I. OBJECTIVES

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

**1.Language knowledge & skills:**

- correctly use the following sentence patterns:

• How's the weather in Ha Noi in ___? – It's ___.

• What do you usually wear in ___? – I wear ___.

• Who are the main characters in the story? – They're ___.

• How did he / she ___? – He / She / ___.

• Where do you want to visit? – I want to visit ___.

• How can I go to ___? – You can get there ___.

• What do you think of ___? – I think it's / they're ___.

• How far is it from ___ to ___? – It's about ___ kilometres.

• Where are you going to visit this summer? – I'm going to visit ___.

• What are you going to do this summer? – I'm going to ___.

2. **Competences:**

- Critical thinking and creativity: learn how to ask and answer questions.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Pupils can observe changes in temperature and choose their suitable clothes.

- Students can learn some life lessons and develop their imagination and creativity through stories for children.

- Pupils can estimate the distance and think about the transport when they travel.

- Learning about places of interest broadens pupils' understanding of the world's diversity.

- Students can plan their summer holidays, considering activities

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 71

- Teacher's guide: Pages 300, 301, 302

- Computer, projector,…

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Racing game.**<br>**a. Objectives**<br>- To revise the previous lessons by playing *"Racing game"*.<br>**b. Content**<br>- Play a game.<br>**c. Expected outcomes**<br>- Pupils can correctly ask and answer questions they leant in previous lessons.<br>Greet the class.<br>- Divide class into 2 teams (Boys and Girls)<br>- Ask pupils to take turns to choose a number and answer the question.<br>- If the answer is correct, their team will move some steps.<br>- The faster team will be the winner.<br>– Get pupils to open their books at page 71 and look at Review 4, Activity 3.<br>Tell pupils what they will learn in this lesson.<br>**Activity 3. Read and match.** (10 minutes)<br>**a. Objectives**<br>- To read and match five pairs of target sentence patterns.<br>**b. Content**<br>- Activity 3. Read and match.<br>**c. Expected outcomes**<br>- Pupils can read and match five pairs of target sentence patterns.<br>-Draw pupils' attention to the questions and answers. Tell them about this activity. Point at Question **1** (*What do you usually wear in autumn?)* and elicit the answer (*I wear jeans and a T-shirt.*) Have pupils read the answer, give feedback. Draw a line to match Question **1** with Sentence **d**.<br>-Give pupils time to do the task individually. Go around the classroom to offer support.<br>-Get pupils to swap books with a partner, then check answers<br>together as a class. Write the correct answers on the board<br>**Activity 4. Read and tick.** (10 minutes) | - Listen to the teacher's instructions, work in 2 teams.<br>- Pupils choose numbers and answer the questions.<br>- Pupils open the books at page 71<br>Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br>- Pupils read the answer, draw a line to match Question with the correct sentence.<br>- Pupils do the task individually.<br>- Pupils swap the books with a partner, check answers together as a class.<br>- Some pairs stand up and read the matched exchanges aloud.<br>Pupils follow teacher's instruction, read the text and answer five questions by |

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| **a. Objectives**<br>- To read and understand a text and circle the correct answers about Tom's trip to Phu Quoc for a holiday.<br>**b. Content**<br>Activity 4. Read and tick.<br>**c. Expected outcomes**<br>- Pupils can read and understand a text and circle the correct answers about Tom's trip to Phu Quoc for a holiday.<br>-Tell pupils the goal of the activity. Explain that they have to read the text and answer five questions by circling the correct options. Draw pupils' attention to the three options (a, b, c). Get them to read and find out information from the text for the correct answers, e. g. Elicit the answer to Question **1** (**c.** about *390 km*).<br>-Have pupils read the text to find the specific information and circle the correct answer for each question.<br>-Set a time limit for pupils to do the task individually. Go around the classroom and offer help if necessary.<br>-Get pupils to compare their answers with a partner, then check answers together as a class<br>**Activity 5. Let's write.** (10 minutes)<br>-Ask pupils to read the guiding questions. Check comprehension.<br>-Have pupils do the first question together as an example. Ask them to read the question and elicit where they are going to visit. Then have them write the first sentence, e.g. *This summer I am going to visit Ba Na Hills.*<br>-Give pupils time to complete the paragraph independently. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their writings with a partner, then invite a few pupils to read their writings in front of the class.<br>**WRAP-UP** (5 minutes)<br>**Game: *"Pass the teddy bears"***<br>- Give two different colored teddy bears to two pupils, a black teddy bear (*ask the question*) and a white teddy bear (*answer the question*).<br>- Ask pupils to listen to music and pass the teddy bears. | circling the correct options.<br>- Pupils read three options (a, b, c) and find out information from the text for the correct answers.<br><br><br>- Pupils follow the teacher's instructions with the other three pictures.<br><br>- Pupils do the task individually.<br><br><br>- Pupils compare their answers with a partner, check answers together as a class.<br>- Pupils to read the guiding questions.<br><br>- Pupils do the first question together as an example and follow teacher's explanation.<br>- Pupils write the first sentence.<br><br>- Pupils write the paragraph independently.<br><br><br>- Pairs of pupils swap their writing.<br>- Some pairs read their writings in front of the class. |

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| - Stop music suddenly. Have the pupil with a black teddy bear make a question. Have the pupil with a white teddy bear answer the question.<br>e.g. Pupil *A: What do you usually wear in summer?*<br>Pupil *B: I wear a T-shirt and a skirt.*<br>- Repeat the game several times. | Listen to the teacher |

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**REVIEW 4**

**Period 3**

## I. OBJECTIVES

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

**1.Language knowledge & skills:**

- To revise the target vocabulary by doing the quiz *What type of story is it?*

- To revise the target vocabulary about types of story by completing sentences using words from a box.

- To complete a short paragraph about story preferences and favourite stories.

2. **Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about previous topics

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Categorization: Recognizing patterns and similarities, allowing them to sort stories into genres (adventure, mystery, etc.)

- Evaluation: Forming opinions on why they like/dislike certain types.

- Justification: Explaining their reasoning for liking a specific genre. This requires them to articulate their thoughts and use evidence from the stories.

- Personal identity: Explaining their preferences requires them to express themselves clearly and concisely.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 72, 73
- Teacher's guide: Pages 332, 333, 334
- Flash cards/ pictures and posters (Unit 16, 17, 18, 19, 20)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Dice game**<br>- Divide class into 2 teams<br>- Call 2 pupils from each team to ask and answer the questions about the main characters in stories.<br>- Teacher asks pupils to look at the picture and check their pronunciation while they answer.<br>- If their answers are correct, pupils can throw a dice to get points for their teams.<br>- Team with more points will be the winner<br>**Activity 1. Do the quiz**(5 minutes)<br>**a. Objectives**<br>To revise the target vocabulary by doing the quiz *What type of story is it?*<br>**b. Content**<br>- Activity 1. Do the quiz<br>**c. Expected outcomes**<br>Pupils can revise the target vocabulary by doing the quiz *What type of story is it?*<br>-Look at the pictures and learn some words about types of story. Teacher check pupil's pronunciation and may explain the words by giving some examples.<br>-Tell pupils the goal of the quiz. Explain that they have to read the title and look at the cover of each story and guess what type of story it is.<br>-Draw pupils' attention to the two answer options (a and b). Get them to look at the characters, read the titles of the stories and choose the correct answers. For example, the first story is about the adventures of a cricket, so the answer is b.<br>-Set a time limit for pupils to do the task | Listen to the teacher's instructions.<br>- Pairs of pupils look at the pictures and ask and answer the questions<br>- Throw a dice to get points.<br>Look at the picture, read the words<br>- Pupils read the title and look at the cover of each story and guess what type of story it is.<br>- Look at the two options, the characters, read the titles of the stories and choose the correct answers. |

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| independently. Go around the classroom and offer help if necessary.<br>-Get pupils to compare their answers with a partner, then check answers together as a class.<br>**Step 6:** Get pupils work in pairs ask and answer using the sentence pattern and picture hints<br>**Activity 2. Read and complete.** (10 minutes)<br>**a. Objectives**<br>To revise the target vocabulary about types of story by completing sentences using words from a box.<br>**b. Content**<br>Activity 2. Read and complete<br>**c. Expected outcomes**<br>Pupils can review target vocabulary about types of books by completing sentences using words from a box.<br>-Tell pupils the goal of the activity: They need to complete the speech bubbles using the words in the word box. Write the words in the word box on the board (see Input). Have pupils say the words aloud and correct their pronunciation if necessary. Check their comprehension of the words by eliciting some examples of stories that fit each story type.<br>-Draw pupils' attention to Picture 1. Ask questions to elicit the character's name and the title of the book. Have them describe the picture on the book's cover by asking What can you see here? Have a pupil read the words in the speech bubble aloud. Ask what is missing from the sentence.<br>- Have pupils do the task independently, then check their answers as a class.<br>**Activity 2. Read and complete.** (10 minutes)<br>**a. Objectives**<br>To complete a short paragraph about story preferences and favourite stories.<br>**b. Content**<br>Activity 2. Write and say.<br>**c. Expected outcomes**<br>Pupils can complete a short paragraph about their story preferences and state their favourite stories.<br>-Tell pupils the goal of the activity. Explain that they have to complete a short paragraph about stories with their own information.<br>-Have pupils read the first sentence aloud, i.e. I like stories because they are. Point at each gap and ask What is missing? *(a type of story; why I like it).*<br>Review the types of story they have learnt: | - Do the task independently<br>- Compare answers with a partner<br>- Listen to teacher's instructions<br>- Say the words aloud<br>- Look at picture 1, read the words in the speech bubble aloud<br>- Do the task independently<br>- Groups of pupils say which type of story they like and why<br>Listen to teacher's instructions<br>- Read the first sentence aloud, guess, guess what type of information they need to complete. Continue with the second sentence. |

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| *adventure, history, mystery and spooky*. Have pupils complete the gaps independently, then check their answers as a class.<br>- Repeat **Step 2** with the second sentence. Have a few pupils read their completed paragraphs to the class.<br>**WRAP-UP** (5 minutes)<br>**Game: *"Throw the dice"***<br>- Explain how to play the game.<br>- Have pupils play in 2 teams<br>- Have them take turns to answer the questions.<br>- If their answers are correct, they throw the dice to get points for their team.<br>- Team with most points will be the winner. | - Read their completed paragraphs to the class<br><br>- Present their favourite books to the class<br><br>Listen to the teacher |

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## UNIT 5: MY FUTURE JOBS

### Lesson 1 - Period 1

## I. OBJECTIVES

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

**Language knowledge & skills**

- correctly pronounce the stress on the first syllable of two-syllable nouns, such as words teacher and dentist, and in sentences like My mother's a teacher. and My father's a dentist.;

- use the words firefighter, reporter, gardener and write and the sentence patterns What would you like to be in the future? and I'd like to be a _____. to ask and answer questions about someone's future job;

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's future jobs correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their love and interest in a certain job in the future.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 34
- Audio tracks 45,46
- Teacher's guide: Pages 71,72,73
- Website *hoclieu.vn*
- Flash cards/ pictures and posters (Unit 5)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by playing a game<br>**b. Content**<br>- Let's play and choose the correct answers.<br>**c. Expected outcomes**<br>- Pupils can say the jobs correctly based on the given cues.<br>**Let's sing.** (Track 1)<br>- Spend a few minutes revising the previous lesson by having pupils sing the song on page 7.<br>- Play the song for pupils to listen and sing in the chorus.<br>- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a group to perform the song in front of the class. | - Listen to the teacher's instructions.<br>- Listen and sing the song in chorus.<br>- Sing the song in chorus and clap hands to reinforce the activity.<br>- Perform the song in front of the class. |
| **Activity 1. Look, listen and repeat.** (Track 5) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focused on asking and answering questions about someone's future job.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and accurately repeat the sentences in two communicative contexts focused on asking and answering questions about someone's future job.<br>-Ask pupils to look at Pictures **a** and **b,** and identify the characters and other details. Draw pupils' attention to the thought bubble and let them guess | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus. |

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| the job that Linh is thinking about.<br>-Ask pupils to focus on Picture **a**. Play the recording for them to listen to the entire conversation several times.<br>-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**. | - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence. |
| -Invite a few pairs to the stand up, listen and repeat the sentences in the recording. Check their pronunciation, provide corrections and offer feedback where necessary.<br>-Draw pupils' attention to the question *What would you like to be in the future?* and the answer *I'd like to be a doctor*. Explain that this is about someone's future job. | - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation. |
| **Activity 2. Listen, point and say.** (Track 6)<br>(10 minutes)<br>**a. Objectives**<br>- To correctly use the words *firefighter, reporter, gardener* and *writer* and the sentence patterns *What would you like to be in the future? – I'd like to be a* _____ . to ask and answer questions about someone's future job.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly use the given words and sentence patterns *What would you like to be in the future?* and *I'd like to be a* ____ . to ask and answer questions about someone's future job.<br>-Have pupils point at Picture **a**, listen to the recording and repeat the word *firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.<br>-Point at the question pattern *What would you like to be in the future?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I'd like to be a* _____.<br>-Point at Picture **a** and have pupils listen and repeat after the recording *What would you like to be in the future? – I'd like to be a firefighter*. Repeat the | Pupils look at the pictures and elicit the personal information of each character.<br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher's instructions with the other three pictures.<br>- Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**. |

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| same procedure with Pictures **b**, **c** and **d**.<br>-Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.<br>-Put pupils in pairs and have pairs practise asking and answering 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. | - Pairs of pupils point at the pictures and say the questions & answers in front of the class. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To correctly use the words for jobs in Act 2 and sentence patterns *What would you like to be in the future?* and *I'd like to be a* ____. to ask and answer questions about someone's future job in a freer context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can correctly use the words for jobs and sentence patterns *What would you like to be in the future?* and *I'd like to be a* ____ . to ask and answer questions about someone's future job in a freer context. | - Pupils look at the pictures and identify the character's information in each picture.<br>- Pupils look at the bubbles to understand how the sentence pattern is used.<br>- Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. |
| -Direct pupils' attention to the phrase *Job fair* in the picture. Have them guess the meaning of the phrase. Ask them what jobs they can find in the picture.<br>-Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should be. Give an example answer, e.g. *I'd like to be a doctor*. Get pupils to repeat the question and answer several times.<br>-Have some pairs practise asking and answering questions about the jobs in the picture. Go around the classroom to observe and provide help.<br>-Invite some pairs to practise asking the question and giving the answer in front of the class. Give corrections and feedback where necessary. Encourage them to talk about the jobs that they | - Pairs of pupils practise asking and answering questions in front of the class. |

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| know and would like to do in the future.<br>**WRAP-UP** (7 minutes)<br>**Game: Pass the ball**<br>- Give two different colored balls to two pupils, one ball (*ask the question*) and another one (*answer the question*).<br>- Ask pupils to listen to music and pass the balls.<br>- Stop music suddenly. Have one pupil ask, the other answers the question.<br>- Repeat the game several times. | Listen to the teacher |

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## UNIT 5: MY FUTURE JOB

### Lesson 1 - Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand two communicative contexts in which pupils ask and answer questions about the topic of jobs and tick the correct pictures.

- use the words firefighter, reporter, gardener and write and the sentence patterns What would you like to be in the future? and I'd like to be a _____. to ask and answer questions about someone's future job;

- sing the song *What would you like to do in the future?* with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**

- Show their interest in future jobs.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 35

- Audio tracks 47, 48

- Teacher's guide: Pages 72-73-74

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>To say correctly the sentence structures: I'd like to be a _____ to talk about my future job.<br>**b. Content**<br>- Quiz about jobs<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures: *I'd like to be a* _____. to talk about my future job.<br>**Quiz**<br>- Ask pupils to talk about a piece of paper.<br>- Ask pupils to look at the picture, read the quiz and write the answer on the paper in 20 seconds.<br>-After answering all the quizzes, the teacher asks pupils to exchange the paper with their friends and check the answer | - Take out a piece of paper.<br>- Read and write the correct answer in order.<br>1. firefighter<br>2. writer<br>…. |
| **Activity 4. Listen and tick.** (Track 47 ) (5 minutes)<br>**a. Objectives**<br>To listen to and understand four communicative contexts in which characters ask and answer questions about someone's future jobs, and number the picture in the order.<br>**b. Content**<br>- Activity 4. Listen and number.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focused on asking and answering questions about why someone would like to be a certain job in the future.<br>-Have pupils look at Activity 4. Ask them How many pictures are there? and What job can you see in each picture? Explain that they will write numbers 1 – 4 in the box of the picture in the order they hear.<br>-Play the recording of the first dialogue. Ask pupils to find the correct picture and write number 1 in the box. Check their answers and give feedback.<br>-Play the other recordings. Ask pupils to work individually, then work in pairs for their peer- | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with their partner, then check answers as a class.<br>- Pupils listen to the recording again to double- |

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| checks. Go around the class and give support if necessary.<br>-Check the answers as a class. Correct the answers, if necessary.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete the target sentence patterns about future jobs with the help of picture cues..<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>Pupils can correctly use the given words, the phrases and the sentence patterns *Why would you like to be a ____?* and *Because I'd like to ___.* to ask and answer questions about the reasons why someone would like to do a certain job in the future.<br>-Ask pupils to look at the pictures and identify the jobs that the characters are doing or thinking about.<br>-Have pupils read the sentence in Question 1. Ask them what is missing in the 75 sentence. Ask them to complete the gap by finding the information from the picture above the sentence. Give the correct answer.<br>-Ask pupils to do the other questions in the same way individually, then in pairs for their peer-checks. Go around and give support if necessary.<br>-Ask two pupils and two pairs to read the sentences aloud. Give feedback and corrections if necessary.<br>**Activity 6. Let's sing.** (Track 48) (8 minutes)<br>**a. Objectives**<br>-To listen to and complete the song *What would you like to be in the future?* and sing with correct pronunciation, rhythm and melody.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>- Pupils can complete the lyrics and sing the song What would you like to be in the future? with correct pronunciation, rhythm and melody.<br>-Tell pupils that they will listen to the song and fill in the gaps in the lyrics and sing the song with correct pronunciation, rhythm and melody.<br>-Have pupils read the lyrics and guess the words to fill in the gaps with the help of the picture. -Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary. | check their answers.<br><br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus.<br>- Pupils look at the pictures and identify personal information of characters in each picture.<br>- Pupils look at the four incomplete exchanges.<br><br>- Pupils follow the teacher demonstrating the Exchange 1.<br>- Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.<br>- Pairs of pupils read the exchanges aloud.<br><br><br><br><br><br>- Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.<br>- Pupils listen to the recording all the way through carefully to the pronunciation and the melody.<br>- Pupils listen to the recording, line by line, and repeat. Pupils do actions while they sing along with the recording.<br><br>- Pupils listen to the |

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| -Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.<br>-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.<br>**WRAP-UP** (7 minutes)<br>**Game: Spin the wheel**<br>- Divide the class into 2 teams.<br>- Each team takes turns to choose the number and answer the question.<br>- Check the answer with the whole class.<br>- If pupils give the correct answer, they can spin the wheel and get the points.<br>- The team with more points is the winner. | recording all the way through and sing along.<br>- Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along.<br><br>Listen to the teacher |

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## UNIT 5: MY FUTURE JOBS

### Lesson 2 - Period 3

### I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's future jobs.

- correctly say and use the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and sentence pattern *Why would you like to be a _____ ?* and *Because I'd like to _____* . to ask and answer questions about the reasons why someone would like to be a certain job in the future

- enhance the correct use of *Why would you like to be ___? – Because I like to____*. to ask and answer questions about someone's future jobs in free contexts.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's future jobs correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their love and interest in a certain job in the future.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 36

- Audio tracks 49, 50

- Teacher's guide: Pages 75, 76, 77

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise vocabularies<br>**b. Content**<br>- Game: Guessing game<br>**c. Expected outcomes**<br>- Pupils can remember and say the words about jobs correctly.<br>**Game: Guessing game**<br>- Draw pupils' attention to the screen.<br><br>- Explain the rules of the game: Pupils look at the clue and guess<br>1st clue: get 3 points<br>2nd clue: get 2 points<br>3rd clue: 1 point<br>**Activity 1. Look, listen and repeat.** (Track 49) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focused on asking and answering questions about why someone would like to be a certain job in the future.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>Pupils can understand and correctly repeat the | - Pupils follow the teacher's instructions.<br><br>- Pupils look at the screen and guess what the word is.<br><br>- Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br><br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, |

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| sentences in two communicative contexts focused on asking and answering questions about why someone would like to be a certain job in the future.<br>-Ask pupils to look at Pictures **a** and **b,** and identify the characters in the pictures.<br>Have them say what they can see in the thought bubbles.<br>-Ask pupils to look at Picture **a**. Play the recording of two exchanges for them to listen to.<br>-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**.<br>-Invite a few pairs to the front of the class to listen and repeat the sentences in the recording. Give corrections and feedback where necessary.<br>-Draw pupils' attention to the question *Why would you like to be a doctor*? and the answer *Because I'd like to help people.* Explain that they are a question and an answer about why someone would like to be a certain job in the future. | and repeat.<br>- Pupils follow the teacher's instructions.<br>- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation. |
| **Activity 2. Listen, point and say.** (Track 50) (10 minutes)<br>**a. Objectives**<br>- To correctly use the given words, phrases and sentence patterns *Why would you like to be a ? – Because I'd like to* _____ . to ask and answer questions about the reasons for someone to choose a certain job in the future.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly use the given words, the phrases and the sentence pattern *Why would you like to be a* _____ *?* and *Because I'd like to*_____. to ask and answer questions about the reasons why someone would like to do a certain job in the future.<br>-Have pupils point at Picture **a**, listen to the recording and repeat the word *teacher* and the phrase *teach children* several times. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the | - Pupils look at the pictures and elicit the names of the things in the pictures. Pupils repeat the words a few times.<br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils listen and repeat the sentences until they feel confident. Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**. |

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| class repeat the words and the phrases.<br><br>-Point at the question *Why would you like to be a _____ ?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *Because I'd like to _____* .<br>-Point at Picture **a** and have pupils listen and repeat after the recording *Why would you like to be a teacher? – Because I'd like to teach children*. Repeat the same procedure with Pictures **b**, **c** and **d**.<br>-Divide the class into two groups to take turns repeating the questions and the answers for Pictures **a - d** until they feel confident.<br>-Have pairs of pupils practise asking and answering the questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation, give corrections and feedback where necessary. | - Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a, b, c and d.<br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To correctly use the sentence patterns *Why would you like to be a _____?* and *Because I'd like a _____*. to ask and answer questions about the reasons why someone would like to do a certain job in a freer context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can correctly use the sentence patterns *Why would you like to be a _____ ?* and *Because I'd like to _____* . to ask and answer questions about the reasons why someone would like to do a certain job in a freer context. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures.<br><br>- Pupils look at the second speech bubble on the board and say the completed sentences.<br><br>- Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking and answering questions. |
| -Draw pupils' attention to the pictures and guess the jobs that the characters do. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be.<br>-Have pairs of pupils practise asking and answering the questions about the reasons why someone would like to be a certain job. Go around the class | - Pupils practise asking and answering questions in front of the class. |

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| and provide support when necessary.<br>-Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.<br>**WRAP-UP** (7 minutes)<br>**Game: Look and say**<br>- Divide class into 2 teams: Boys and Girls.<br>- Draw pupils' attention to the questions on the screen.<br>- In teams, they take turns to look at the picture and answer the questions. Read the question aloud and answer it. If they have the correct ones, they will get the points.<br>- The team with more points wins the game. | Listen to the teacher |

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**UNIT 5: MY FUTURE JOB**

**Lesson 2 - Period 4**

## I. OBJECTIVES

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

- **Language knowledge & skills**
- use the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence patterns *Why would you like to be a ____ ?* and *Because I'd like to _____*. to ask and answer questions about the reasons why someone would like to be a certain job in the future;

- listen to and understand two communicative contexts in which speakers ask and answer questions about their future jobs.

- complete two conversations with the help of the picture cues.

- revise the target vocabulary items through the game.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their love and interest in sports, colours, animals and food.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 37
- Audio track 51
- Teacher's guide: Pages 78,79
- Flash cards/ pictures and posters (Unit 5)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence patterns *Why would you like to be a ____ ?* and *Because I'd like to ____*<br>**b. Content**<br>- Game: Lucky numbers<br>**c. Expected outcomes**<br>- Pupils can correctly say the phrases in the sentence structure *Why would you like to be a _____ ?* and *Because I'd like to _____* . to ask and answer questions about someone's future job.<br>**Game: Lucky numbers**<br>- Have pupils give sentence structures to ask and answer questions about someone's future job.<br>- Show sets of six magnifying glasses on the board/ slide. Each magnifying glass contains a conversation with pictures, options and different points.<br>- Divide the class into three groups.<br>- Explain how the game is played. Have a pair of pupils from each group choose a magnifying glass, choose the correct option to complete, then ask and answer questions about someone's future job.<br>e.g. Pupil *A: Why would you like to be a teacher?*<br>Pupil *B: Because I'd like to teach children.*<br>- Give points for the group having the correct answer.<br>- Continue with the other pupils.<br>- The group that gets more points wins. Praise the winner. | Give sentence structures to ask and answer question about someone's future job.<br>- Work in three groups.<br>- Listen to the teacher's explanation. A pair of pupils from each group chooses a magnifying glass, chooses the option, then asks and answers questions about someone's future job.<br>- Continue playing the game.<br>- Praise the winner. |

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| **Activity 4. Listen and tick.** (Track 51) (5 minutes)<br>**a. Objectives**<br>- To listen to and understand the communicative contexts in which characters ask and answer questions about future jobs, and tick the correct pictures.<br>**b. Content**<br>- Activity 4. Listen and tick.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about their future jobs.<br>-Have pupils look at the pictures. Ask them *How many pictures are there?* in each question and *What jobs can you see in each picture?*<br>Tell pupils to look at the pictures of Question 1, and they will hear a conversation between a boy and girl about future jobs. Ask pupils to tick the correct picture that shows the boy's future job. Play the recording for the first conversion twice.<br>-Do the same with the second conversation. Ask pupils to tick the correct picture that shows the girl's future job.<br>-Ask pupils to work in pairs for their peer-checks. Correct answers and give feedback.<br>**Activity 5. Look, complete and read.** (10minutes)<br>**a. Objectives**<br>- To complete the target sentence patterns in two conversations about future jobs with the help of picture cues.<br>**b. Content**<br>Activity 5. Look, complete and read.<br>**c. Expected outcomes**<br>- Pupils can complete the target sentence patterns about future jobs with the help of picture cues.<br>-Ask pupils to look at the pictures and identify the jobs of the characters.<br>-Have pupils read Conversation 1. Ask them what is missing from the gap. Have them complete the gap by finding the clues from the context and the picture. Repeat the same procedure with Conversation 2.<br>-Get pupils to complete the conversations individually, then ask a few pairs to read them aloud. Check their answers, giving corrections and feedback where necessary.<br>-Ask a few pairs to read the conversations aloud. | - Pupils look at the pictures, listen to the teacher and answer the questions.<br>- Pupils look at the pictures of Question 1 and listen to the recording and identify the correct picture and tick the correct box. Pupils listen to the recording again to do the task and check their work.<br>Pupils do the same with the second conversation, listen and tick the correct picture.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils listen to the recording to check their answers again.<br>- Pupils look at the pictures. Pupils identify the jobs of the characters.<br>- Pupils read conversation 1 and complete the gap by finding the clues from the text and the Picture.<br>Pupils do the same with conversation 2.<br>- Pupils complete the conversations individually.<br>- Some pairs of pupils read the conversations aloud to check the answers. Others listen and check their |

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| Give feedback and corrections if necessary.<br>**Activity 6. Let's play.** (8 minutes)<br>**a. Objectives**<br>- To review vocabulary about jobs by playing the game *Job bank.*<br>**b. Content**<br>- Activity 6. Let's play.<br>**c. Expected outcomes**<br>- Pupils can review vocabulary about jobs.<br>-Tell pupils that two groups are going to play the game *Job bank* within 3 minutes. Have the groups stand in two lines of five in front of the board. Give a piece of chalk to the pupils at the front of the lines. Ask *What would you like to be in the future?* and let them write a word for a job on the board. Encourage the first pupils to give the pieces of chalk to the next one of the line so that they continue to write words for jobs on the board.<br>-When the time is up, count the jobs that have been written correctly by each group. Reward the group with more correctly written jobs.<br>-Play the game again with some other groups.<br>**WRAP-UP** (7 minutes)<br>**Game: Matching game**<br>- Use pictures and cards.<br>e.g.<br>*A picture of a teacher – I'd like to teach children.*<br>*A reporter – I'd like to report the news.*<br>*A gardener – I'd like to grow flowers.*<br>*A writer – I'd like to write stories.*<br>- Have four pupils hold the pictures and stand in the corners of the classroom.<br>- Give four cards of sentences to four pupils.<br>- Ask pupils holding cards to find and match their cards with the correct pictures.<br>- Praise the ones who finish the matching. Then ask the class to look and say the sentences aloud. | answers.<br>- Pairs of pupils read the conversations aloud.<br>- Pupils listen to the teacher's instructions.<br>- Pupils work in groups of five. Two groups stand in two lines in front of the board. Pupils write a word for a job to answer the question, then give the chalk to the next one of the line.<br>- Which group has more correct words will be the winner<br>- Praise the winner.<br>Play the game again with some other groups<br>Listen to the teacher |

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**UNIT 4: MY FUTURE JOB**

# Lesson 3 - Period 5

## I. OBJECTIVES

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

**Language knowledge & skills**

- correctly pronounce the stress on the first syllable of two-syllable nouns, such as words teacher and dentist, and in sentences like My mother's a teacher. and My father's a dentist.

- use the words firefighter, reporter, gardener and write and the sentence patterns What would you like to be in the future? and I'd like to be a . to ask and answer questions about someone's future job.

- listen to and demonstrate understanding of simple communicative contexts related to the topic "My future job".

- say the chant with the correct rhythm and pronunciation.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their interest in their future job.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 38

- Audio tracks 52, 53, 54

- Teacher's guide: Pages 79, 80

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the words about jobs.<br>**b. Content**<br>- Game: Unscramble the letter at a particular time.<br>**c. Expected outcomes**<br>- Pupils can remember and correctly say the words about jobs. | - Listen to the teacher's instructions.<br><br>-Work in two teams. |

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| **Game:** Unscramble the letter in a particular time.<br>- Tell pupils they are going to look at the letters and unscramble the letter to guess the job<br>- Divide the class into two teams.<br>- Have one pupil from each team play rock, paper, scissors to find the team which plays the game first.<br>- Have each team look at the given letters.<br>- If they guess the correct job, they get points for their team. The team with more points is the winner. | - Play rock, paper, scissors to find the team which plays the game first.<br><br>- Look at the letters and guess the words |
| **Activity 1. Listen and repeat.** (Track 52)<br>(5 minutes)<br>**a. Objectives**<br>- To correctly pronounce the stress of two-syllable nouns, such as the words teacher and dentist, and in the sentences My mother's a teacher. and My father's a dentist.<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can correctly pronounce the stress on the first syllable of some two syllable nouns in isolation, and in some sentences | - Pupils point to the word and sentence while listening. Pupils listen to the teacher's explanation.<br><br>- Pupils listen to the recording again and repeat. |
| -Have pupils look at the word teacher with its first syllable marked as stressed, listen to the recording and repeat the word until they feel confident. Correct their pronunciation if necessary.<br>-Get pupils to point at the sentence My mother's a teacher., listen to the recording and repeat it several times. Then get a few pupils to listen and repeat the sentence in front of the class.<br>-Repeat the procedure with the word dentist, and the sentence My father's a dentist.<br>-Give pupils a time limit to practise pronouncing the words, saying the words, and reading the sentences in pairs or groups. | - Pupils follow the teacher's instructions.<br><br>- Pupils work in pairs or groups to say the words and read the sentences. Pupils listen to the recording and say the language in front of the class. |
| **Activity 2. Circle, listen and check.** (Track 53)<br>(10 minutes)<br>**a. Objectives**<br>- To identify the word that has stress different from the other words.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can identify the two stress pattern in two-syllable words | - Pupils pay attention to the three sets or two-syllable words. Pupils listen to the teacher's explanation.<br><br>- Pupils look at three words in the first line, read them aloud and circle the word that has the stress on the second syllable. Then pupils |
| -Have pupils read the three words each sentence. Explain that they have to find out the word with | |

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| different stress patterns from the other two, and circle the odd word.<br><br>-Play the recording and have pupils listen and check their answers. Then get pupils to check their answers in pairs or groups. Correct their answers if necessary.<br>-Invite a few pupils to read the three words in front of the class. Give corrections and feedback where necessary.<br>**Extension:** Invite one or two pupils to stand up and repeat the correct option (odd words)<br>**Activity 3. Let's chant.** (Track 54) (8 minutes)<br>**a. Objectives**<br>- To say the chant with correct rhythm and pronunciation.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct rhythm and pronunciation.<br>-Have pupils scan the first verse of the chant. Draw their attention to the words<br>teacher and future.<br>-Play the recording and ask pupils to listen and repeat the first verse, line by line. Show them how to chant and clap their hands<br>-Play the recording of the entire verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.<br>-Repeat Steps 1 to 3 for the second verse of the chant. Draw pupils' attention to the words dentist and future.<br>**Extension:** Divide the class into two groups to take turns listening and repeating the chant, while the rest of the class claps along.<br>**WRAP-UP** (7 minutes)<br>**Game: Pictionary**<br>- Call a member from each team and give them a clue<br>- Give a chalkboard or marker to draw a clue so the entire class can see the clue<br>- If the team member guessed the word, they would get one point. If the other team member guessed the word, they would get the point.<br>- Pupils clap their hands on the stress of the word that they guess to get extra points for their team. | listen to the recording and check their answer.<br>- Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again.<br><br>- Pupils stand up, listen to and repeat the words. Pupils find out two-syllable words with the stress on the first syllable.<br><br>- Pupils pay attention to the lyrics of the chant.<br><br>- Pupils listen all the way through carefully to the rhythm and pronunciation.<br><br>- Pupils listen to the recording, line by line, and repeat.<br><br>- Pupils listen to the recording all the way through and chant along. Pupils clap while chanting.<br>- Pupils work in two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.<br><br>Listen to the teacher |

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**UNIT 5: MY FUTURE JOB**

**Lesson 3 - Period 6**

## I. OBJECTIVES

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

**Language knowledge & skills**

- make Questions & Answers about someone's future job;

- read and write about someone's future job;

- conduct a report about the future jobs that the class members would like to do in the future and use it to practise talking in the class during Project time.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Show their interests about their future jobs.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 39

- Teacher's guide: Pages 81, 82

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives** | - Listen to the chant. |

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| - To revise the chant of Unit 5.<br>**b. Content**<br>- Chant and do actions.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct rhythm and pronunciation.<br>**Chant and do actions.** (Track 54)<br>- Play the recording for pupils to listen.<br>- Play the recording again for pupils to listen and chant along. Encourage them to clap or do the actions while chanting.<br>- Call two or more groups to take turns listening to and repeating the chant, while the rest of the class claps or do the actions.<br>- Praise pupils if they perform well. | - Listen to the chant again and chant along. Clap or do the actions while chanting.<br>- Take turns listening to and repeating the chant, while the rest of the class claps or do the actions. |
| **Activity 4. Read and circle.** (5 minutes)<br>**a. Objectives**<br>- To read a paragraph and complete 3 gapped sentences about future jobs.<br>**b. Content**<br>- Activity 4. Read and circle.<br>**c. Expected outcomes**<br>- Pupils can read an email and find information about future jobs.<br>-Set a time limit and ask pupils to read through the email to get a general idea of it.<br>-Ask pupils to read Sentence **1**. Encourage them to underline some key words that can help them find the correct answer. Tell them to read the email again to choose the correct answer. Follow the same procedure with Sentences **2** and **3**. Let pupils do the activity independently, then check the answers in pairs. Go around the class and offer help if necessary.<br>-Ask a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary. | - Pupils pay attention to the email and read them as a class.<br>- Pupils look at the incomplete sentences and answer options. Pupils read the text again and circle the correct answers.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils look at the board and check their answers again. |
| **Activity 5. Let's write.** (10 minutes)<br>**a. Objectives**<br>- To write an email about future jobs using a gapped paragraph.<br>**b. Content**<br>Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can write an email about the future jobs that they would like to do.<br>-Ask pupils to read the title *Our future jobs* and | - Pupils listen to the teacher's explanation.<br>- Pupils look at the first set of jumbled words on the board. Pupils make a correct question. |

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| think about the jobs that they would like to do in the future.<br>-Ask pupils to read the questions and use them as clues to complete the email. Tell pupils that they should write about 30 words.<br>-Give pupils enough time to write their emails. Let pupils work in pairs or groups for cross checks. Go ground the class and give support when necessary.<br>-Have some pupils read their completed email aloud. Give corrections and feedback where necessary.<br>**Activity 6. Project.** (8 minutes)<br>**a. Objectives**<br>- To carry out a survey on the jobs that the classmates would like to do in the future and present a report to the class.<br>**b. Content**<br>- Activity 6. Project.<br>**c. Expected outcomes**<br>- Pupils can carry out a survey on their classmates' future jobs and present it to the class.<br>-Point at the sample survey and explain that pupils are going to report the results of their surveys about their classmates' future jobs and the reasons why they would like to do the jobs.<br>-Revise some words and sentence patterns that pupils may 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.<br>-Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.<br>**WRAP-UP** (7 minutes)<br>**Test your friend**<br>- Have pupils work in groups of four.<br>- Have one pupil from each group tell the others about his/ her future jobs. Ask their friends to check their pronunciation.<br>- Call some volunteers to perform in front of the class.<br>e.g. *Hi, I'm Minh. I'm in Class 5A. I'd like to be a teacher because I want to teach children.*<br>- Praise pupils if they perform well. | - Pupils follow the teacher's instructions.<br><br>- Pupils read the sentences they have completed in front of the class.<br><br>- Pupils listen to the teacher's explanation.<br><br>- Pupils work in groups of five. Pupils show his / her poster that they have made at home and tell the group about their friend's future jobs.<br>- Pupils show their work and talk about their future jobs in front of the class. Pupils stick their posters on the wall (or board) as a display.<br><br>Listen to the teacher |

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**REVIEW 1**

**Period 1**

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to five questions and circle the correct answers a, b or c.

- ask and answer questions using picture cues.

2. **Competences**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 40

- Audio Track 55

- Teacher's guide: Pages 84, 85

- Flash cards/ pictures and posters (Review 1)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives** | - Work in two teams. Form |

| | |
|---|---|
| - To revise the sentence structures they have learnt.<br>**b. Content**<br>- Game: *"Whisper"*<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures.<br>- Divide the class into two teams. Tell each team to form a line.<br>- Explain that when you whisper a sentence to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the sentence reaches the last pupil in the line, he/she should call it out. A correct sentence scores one point.<br>- Have pupils play the game.<br><br>- Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three sentence aloud for the rest of the class.<br>**Activity 1. Listen and circle a, b or c.** (Track 55) (12 minutes)<br>**a. Objectives**<br>- To listen to five questions and circle the correct answers a, b or c.<br>**b. Content**<br>- Activity 1. Listen and circle a, b or c.<br>**c. Expected outcomes**<br>- Pupils can listen to five questions and circle the correct answers a, b or c.<br>-Draw pupils' attention to the first set of suggested answers. Have them read the answer options. Check comprehension.<br>-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.<br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording for pupils to double-check their answers.<br>**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.<br>**Activity 2. Ask and answer.** (12 minutes) | a line.<br>- Listen to the teacher's explanation.<br><br><br><br><br><br><br>- Continue playing the game.<br>- Praise the winner.<br><br><br><br><br><br>- Pupils look at the first set of suggested answers. Pupils read the answer options.<br>- Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with a partner, then check answers as a class.<br><br>- Pupils listen to the recording to double-check their answers.<br>- Pupils listen to the recording, sentence by sentence, and repeat in chorus. |

**a. Objectives**

- To ask and answer questions using picture cues.

**b. Content**

Activity 2. Ask and answer.

**c. Expected outcomes**

- Pupils can ask and answer questions using picture cues.

-Draw pupils' attention to the first picture. Get them to look at the bubble to identify the activity shown in it. Check pupils' comprehension.

- Pupils look at the first picture. Pupils look at the bubble to identify the activity shown in it.

-Draw pupils' attention to Question 1. Have pupils look at the bubble over Lucy's head to answer the question.

- Pupils look at the bubble over Lucy's head to answer the question.

-Repeat **Step 1** and **2** with the rest of the questions.

-Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

- Pupils follow the teacher's instructions.
- Pupils work in pairs to role-play the four exchanges.

**Extension:** Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.

- Pairs of pupils stand up and take it in turns to role-play the target exchanges.

**WRAP-UP** (7 minutes)

**Game:** ***"Noughts and Crossess"***

| | | |
|---|---|---|
| blue | blue | clever |
| go for a walk | 31 Nguyen Hue Street | 17 Hoa Binh Street |
| active | orange | surf the Internet |

- Tell pupils how the game is played. Give an example.
- Draw a grid with 9 cues.
- Divide pupils into 2 teams: one team is X, one team is O.
- Ask a pupil from each team to select a number on the grid, then 2 representatives ask and answer based on the word cues. If they ask and answer correctly, teacher draw X or O on the grid (depending on which team is answering).
- The first team to get three Xs or three Os in a row wins!
- Praise the winner.

Listen to the teacher

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# REVIEW 1

## Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- read and match pairs of target sentence patterns.

- read and complete a gapped table about a boy named Henry.

- read, understand and complete the passage using word cues.

2. **Competences**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 41

- Teacher's guide: Pages 85, 86, 87

- Flash cards/ pictures and posters (Review 1)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Let's sing.**<br>**a. Objectives**<br>- To motivate the class by singing the song *"What would you like to be in the future?"*.<br>**b. Content**<br>- Let's sing.<br>**c. Expected outcomes**<br>- Pupils can sing the song with correct pronunciation, rhythm and melody.<br>- Spend a few minutes revising Unit 5 by having pupils sing the song on page 35.<br>- Play the song for pupils to listen and sing in chorus. | - Listen to the teacher's instructions.<br>- Listen and sing the song in chorus.<br>- Sing the song in chorus and clap hands to reinforce the activity.<br>- Perform the song in front of the class. |

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| - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a team to perform the song in front of the class. | - Pupils look at the sentences. Pupils listen to the teacher's explanation. |
| **Activity 3. Read and match.** (5 minutes)<br>**a. Objectives**<br>- To read and match pairs of target sentence patterns. | |
| **b. Content**<br>- Activity 3. Read and match. | - Pupils do the task. |
| **c. Expected outcomes**<br>- Pupils can read and match pairs of target sentence patterns. | - Pupils swap books with a partner, then check answers together as a class. |
| -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 the letter d. | |
| -Give pupils time to do the task. Go around the classroom to offer support.<br>-Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. | - Pairs of pupils stand up and read the matched exchanges aloud. |
| **Activity 4. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To read and complete a gapped table about a boy named Henry. | - Pupils read the passage about Henry. |
| **b. Content**<br>Activity 4. Read and complete. | - Pupils look at the gapped table. Pupils follow the teacher demonstrating the first gap. Pupils complete the gap. |
| **c. Expected outcomes**<br>- Pupils can read and complete the gapped table.<br>-Have pupils read the passage about Henry. Check comprehension. | |
| -Have pupils look at the gapped table. Draw pupils' attention to the gaps in the table. Point at the line containing the first gap and read as a class. Elicit the missing word and give feedback. Ask pupils to complete the gap. | - Pupils follow the teacher's instructions. |
| -Repeat **Step 2** with the rest of the gaps. Go around the classroom to offer support where necessary.<br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. | - Pupils swap books with a partner, then check answers as a class.<br>- Pupils stand up and read the completed lines in the table aloud |
| **Activity 5. Let's write.** (8 minutes)<br>**a. Objectives**<br>- To read, understand and complete the passage using word cues. | |
| **b. Content** | |

| | |
|---|---|
| - Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can complete the passage using word cues.<br>-Tell the class the goal of this activity: to read the word cues, the gapped text and write in the lines using word cues. Tell pupils that they should write about 30 words. Check comprehension.<br>-Write the first sentence with the gap on the board (*My name is* ___.). Read the sentence as a class. When you reach the gap, ask pupils to elicit the necessary information (pupil's name) and write it down to complete the sentence.<br>-Repeat **Step 2** for the second sentence. Then ask pupils to read the word cues and write the answer to complete the lines in the passage. Encourage them to write as many sentences as possible.<br><br>-If time allows, invite a few pupils to read the sentences they have completed / written aloud in front of the class. The class observes and praises their work.<br>**WRAP-UP** (7 minutes)<br>**Game: *"Kim's game"***<br>- Divide the class into two teams. Say "You are going to play a memory game."<br>- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.<br>e.g. *dolphin, table tennis, sandwich, pink, pizza, Japanese, American, building, tower, helpful, friendly, active, play the violin, go for a walk, water the flowers, surf the internet, firefighter, gardener.*<br>- Turn the word cards face down on the board. In their teams, the pupils try to write down many wors as they can remember.<br>- Check the answers as the class.<br>- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words and phrases. | - Pupils listen to the teacher's explanation.<br><br>- Pupils look at the first sentence with the gap on the board. Pupils read the sentence as a class. Pupils complete the sentence.<br><br>- Pupils follow the teacher's instructions. Pupils read the word cues and write the answer to complete the lines in the passage. Pupils write as many sentences as possible.<br>- Pupils read the sentences they have completed / written aloud in front of the class. The class observes and praises their work.<br><br>Listen to the teacher |

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# UNIT 6: OUR SCHOOL ROOMS

## Lesson 1 - Period 1

## Lesson 1 (1-3)

## I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a room in school.

- use *"Where's the ..... – It's on the....."* to ask and answer questions about the location of a room in a school.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about school rooms.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their love and interest in school.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 44

- Audio track 56, 57

- Teacher's guide: Pages 88, 89, 90

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the song.<br>- To introduce new words.<br>**b. Content**<br>- New words: | - Pupils follow the teacher's instructions.<br><br>- Pupils look at the screen and sing a song |

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| * Location: ground floor, first floor, second floor, third floor<br>* School rooms: library, music room, art room, computer room<br>**c. Expected outcomes**<br>- Pupils can remember and say the words about location at school correctly.<br><br>**SONG- page 38**<br>- Draw pupils' attention to the screen.<br>- Praise them and get the class to cheer or clap if they do a good job.<br>- Draw pupils' attention.<br>- Introduce a new friend: Tommy – 9 years old – and let's have a school tour<br>- Introduce the location at school.<br>- Introdcue the school rooms.<br>**Activity 1. Look, listen and repeat.** (Track 56) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a room in a school.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a room in a school.<br>-Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).<br><br>-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**.<br>-Play the recording again for pupils to listen to and repeat individually and / or in chorus sentence by sentence.<br>-Invite a few pairs to the front of the classroom to | - Pupils follow the teacher's instructions.<br><br>- Pupils listen to and repeat individually and / or in chorus word by word.<br><br>- Pupils look at Pictures **a** and **b** and identify the characters in the pictures.]<br><br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.<br><br>- Pupils follow the teacher's instructions.<br><br>- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.<br><br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation. |

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| listen to and repeat the sentences in the recording.<br>-Draw pupils' attention to the question *Where's the library?* and the answer *It's on the second floor.* Tell pupils that they are used to ask and answer questions about the location of a room in a school.<br>**Activity 2. Listen, point and say.** (Track 57) (10 minutes)<br>**a. Objectives**<br>- To correctly say the phrases and use *"Where's the ..... – It's on the....."* to ask and answer questions about the location of a room in a school.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>Pupils can correctly say the phrases and use *"Where's the ..... – It's on the....."* to ask and answer questions about the location of a room in a school.<br>-Have pupils look at the pictures and elicit the location of the rooms. | - Pupils look at the pictures and elicit the location and school rooms. Pupils repeat the words a few times. |
| -Have pupils point at the art room on the ground floor, listen to the recording and repeat the phrases (*art room – ground floor*). Repeat the same procedure with the other three rooms. Have pupils repeat the phrases a few times. Check comprehension. | - Pupils point at a picture, listen to the recording and repeat the word. Pupils follow the teacher's instructions. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils listen and repeat the sentences until they feel confident. |
| -Point at the first bubble and have pupils listen and repeat after the recording (*Where's the art room?*). Point at the art room on the ground floor and have pupils listen and repeat after the recording (*It's on the ground floor.*). Repeat the same procedure with the other three rooms.<br>-Have pupils work in pairs to practise asking and answering the question *"Where's the ..... – It's on the ....."* using the speech bubbles and rooms in the pictures.<br>-Invite a few pairs to point at the picture and say the questions and answers in front of the class.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To enhance the correct use of *"Where's the ..... – It's on the....."* to ask and answer questions about | - Pupils work in pairs and practise asking and answering the question, using speech bubbles.<br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. |

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| the location of a room in the school in a free context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can enhance the correct use of *"Where's the ..... – It's on the....."* to ask and answer questions about the location of a room in the school in a free context.<br>-Draw pupils' attention to the picture. Have them look at the pictures and identify the<br>location of each room.<br>Check comprehension.<br>-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.<br>-Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well.<br>**WRAP-UP** (7 minutes)<br>**Game: Spin the wheel**<br>- Divide class into 2 teams: Boys and Girls<br>- Draw pupils' attention to the questions on the screen.<br>- In teams, they take turns to spin the wheel and answer the questions. Read the question aloud and answer it. If they have the correct ones, they get the points.<br>- The team with more points wins the game. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures.<br>- Pupils look at the second speech bubble on the board and say the completed sentences.<br>- Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking and answering questions.<br>- Pupils practise asking and answering questions in front of the class.<br>Listen to the teacher |

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**UNIT 6: OUR SCHOOL ROOMS!**

# Lesson 1 - Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- To listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and put a tick or a cross

- complete four gapped dialogues with the help of picture cues.

- sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**

- Understanding the layout and function of different rooms in their school can help students develop their spatial awareness and memory skills.

- Knowing their way around the school and recognizing different spaces can help students feel more comfortable and secure in their learning environment.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 45

- Audio tracks 58, 59

- Teacher's guide: Pages 90, 91, 92

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the name of some school rooms.<br>**b. Content**<br>- Game: Spin the wheel<br>**c. Expected outcomes**<br>- Pupils can correctly say the names of the school rooms: computer room, music room, art room, library. | - Look at parts of the pictures that are opened<br><br>- Say "STOP" and say the name of the room<br><br>- Continue playing the |

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| **Game: Guessing game**<br>- Ask pupils to look at the board while showing some parts of the pictures.<br>- Ask pupils at "Stop" when they think they can guess the name of the place.<br>- Check their pronunciations<br>- Give compliments and points to the team when pupils give the correct answers. | game. |
| **Activity 4. Listen and tick or cross.** (Track 58) (5 minutes)<br>**a. Objectives**<br>- To listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and put a tick or a cross in the box under the picture.<br>**b. Content**<br>- Activity 4. Listen and tick or cross.<br>**c. Expected outcomes**<br>Pupils can listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and put a tick or a cross in the box under the picture. | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with their partner, then check answers as a class. |
| -Draw pupils' attention to the pictures. Elicit the location of the room 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.<br>-Repeat **Step 1** for Exchange **2**.<br>-Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers. | - Pupils listen to the recording again to double-check their answers.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. |
| **Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>To complete four gapped exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete four gapped exchanges with the help of picture cues.<br>-Have pupils look at the pictures. Get them to identify the location of the room in each picture.<br>-Ask pupils to look at the four incomplete | Pupils look at the pictures and identify the location of the room in each picture.<br>- Pupils look at the four incomplete exchanges.<br>- Pupils follow the teacher demonstrating the Exchange 1. |

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| exchanges. Draw their attention to the missing words in the sentences.<br>-Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the answer (the floor). Then have them look at the picture and identify the needed information (the first floor). Ask them to complete the gap (*It's on the first floor.*). Follow the same procedure with Exchanges **2**, **3** and **4**.<br>-Have pupils complete the exchanges individually. Get pupils to swap books with a partner and check their answers | - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.<br>- Pairs of pupils read the exchanges aloud. |
| **Activity 6. Let's sing.** (Track 8) (8 minutes)<br>**a. Objectives**<br>To sing the song Where are the rooms in our school? with the correct pronunciation, rhythm and melody.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>Pupils can sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.<br>-Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.<br>-Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.<br><br>-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.<br>-Play the recording all the way through for pupils to sing along.<br>-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 | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.<br>- Pupils listen to the recording all the way through carefully to the pronunciation and the melody.<br>- Pupils listen to the recording, line by line, and repeat. Pupils do actions while they sing along with the recording.<br><br>- Pupils listen to the recording all the way through and sing along.<br>- Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along. |
| **WRAP-UP** (7 minutes)<br>**Game: Roll the dice**<br>- Divide the class into groups of six. Have each pupil count the numbers from one to six.<br>- Ask a pupil from each group to roll the dice to choose a pupil asking the question. | |

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| - Ask that pupil to ask the question and invite another pupil of the group to answer the question about the location of some school rooms in their school.<br>e.g. Pupil *A: Where is the library*<br>Pupil *B: It's on the ground floor.*<br>- The pupil who answers the correct answers will continue rolling the dice. | Listen to the teacher |

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## UNIT 6: OUR SCHOOL ROOMS

### Lesson 2 - Period 3

### I. OBJECTIVES

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

**Language knowledge & skills**

- use the words *first floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs* in relation to the topic *"*Our school rooms";

- use *"Where's the _____? – It's on the _____.* to ask and answer questions about the location of a room in a school.

- use *Could you tell me the way to the computer room, please?* - _____. to ask for and give directions at school;

- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our school rooms".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and raise awareness about the location of different rooms in their school.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 46
- Audio track 60, 61
- Teacher's guide: Pages 92, 93, 94
- Flash cards/ pictures and posters (Unit 6)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by playing *Lucky candy house.*<br>**b. Content**<br>- Let's play a game.<br>**c. Expected outcomes**<br>- Pupils can correctly use the structures they have previously learned.<br>**Game: Lucky candy house**<br>- Ask pupils to play *Lucky candy game* to review questions and answers about the location of a room in a school.<br>- Ask pupils to open their books at page 46 and look at Unit 6, Lesson 2, Activity 1.<br>- Explain that in this lesson they will learn to ask for and give directions at school.<br>**Activity 1. Look, listen and repeat.** (Track 60) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions at school.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions at school.<br>-Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).<br>-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 | - Listen to the teacher's instructions and play the game.<br>- Open their books at page 46.<br>- Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.<br>- Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.<br>- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording. |

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| repeat.<br>-Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.<br>-Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.<br>-Draw their attention to the question *Could you tell me the way to the computer room, please*? and the answer *Go upstairs. It's on the third floor.* Tell pupils that they are used to asking for and giving directions at school.<br>**Activity 2. Listen, point and say.** (Track 61) (10 minutes)<br>**a. Objectives**<br>- To correctly say the phrase and use *Could you show me the way to the computer room, please? - _____*. to ask for and give directions at school<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the phrases and use *Could you tell me the way to the computer room, please? - _____*. to ask for and give directions at school.<br>-Have pupils look at the pictures and elicit the directions to the rooms in the pictures. Have the class repeat the phrases a few times. Check comprehension.<br>-Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*go upstairs*). Repeat the same procedure with the other three pictures.<br>-Point at the bubbles and have pupils listen and repeat after the recording (*Could you tell me the way to the computer room, please? – Go upstairs*.). Draw pupils' attention to the arrow showing the direction of going upstairs. Point at Picture **a** and have pupils listen and repeat the sentences until they feel confident. Follow the same procedure with Pictures **b, c** and **d**.<br>-Have pupils work in pairs and practise asking and answering the question *Could you show me the way to the computer room, please? - _____*. using speech bubbles and Pictures **a, b, c** and **d**.<br>-Invite a few pairs to point at the pictures and say the questions and answers in front of the class.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives** | - Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br><br>Pupils look at the pictures and elicit the personal information of each character.<br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br><br>- Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher's instructions with the other three pictures.<br><br>- Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.<br><br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. |

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| - To enhance the correct use of *Could you show me the way to__, please? – _____.* to ask for and give directions at school.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>Pupils can enhance the correct use of *Could you tell me the way to the computer room, please? - _____.* to ask for and give directions at school. | - Pupils look at the pictures and identify the character's information in each picture. |
| -Draw pupils' attention to the picture. Have them look at the rooms in the picture.<br>Ask questions to help pupils identify the directions to go to the rooms (see *Input*). | - Pupils look at the bubbles to understand how the sentence pattern is used. |
| -Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.<br>-Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking for and giving directions to go to the rooms in the picture, 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. | - Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. |
| -Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.<br>**Extension**: Have pupils ask for and give direction to go to their school rooms, using the structure and vocabulary learnt.<br>**WRAP-UP** (7 minutes)<br>**Game: Pass the teddy bears**<br>- Give two different colored balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).<br>- Ask pupils to listen to music and pass the ball.<br>- Stop music suddenly. Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.<br>e.g. Pupil *A: Could you tell me the way to the computer room, please?*<br>Pupil *B: Go upstairs and turn right.*<br>- Repeat the game several times. | - Pupils practise asking and answering questions in front of the class.<br><br>Listen to the teacher |

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## UNIT 6: OUR SCHOOL ROOMS

### Lesson 2 - Period 4

## I. OBJECTIVES

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

**Language knowledge & skills**

- use Could you tell me the way to the computer room, please? – _____. to ask for and give directions at school;

- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our school rooms";

- read and write about the school room and directions at school.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their pride in their school and raise awareness about the location of different rooms in their school.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 47

- Audio track 62

- Teacher's guide: Page 88, 89, 90

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives** | - Greet the teacher. |

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| - To revise vocabulary learned in previous lessons.<br>**b. Content**<br>- Look, read and say the words.<br>**c. Expected outcomes**<br>- Pupils can say and correctly pronounce the words.<br>**Listen and choose the number.** | - Stand up and play the game. |
| - Greet the class.<br>- Ask pupils to stand up and read the words on the screen.<br>- If the lightning struck while a student is reading, that student has to sit down.<br>- At the end of the game, the student(s) still standing is the winner(s).<br>- Have pupils read all the words one more time. | - Read the words. |
| **Activity 4. Listen and circle.** (Track 20)<br>(5 minutes)<br>**a. Objectives**<br>To listen to and understand two communicative contexts in which people ask for and give directions at school and tick the right pictures.<br>**b. Content**<br>- Activity 4. Listen and circle.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand two communicative contexts in which pupils ask for and give directions at school and tick the right pictures..<br>-Draw pupils' attention to the pictures of the three arrows showing the directions to the art room. Identify them as a class.<br>-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.<br>-Repeat Step 1 and Step 2 for Exchange 2. | Pupils look at the pictures.<br>- Pupils listen to the recording and circle the correct picture. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.<br>- Pupils follow the teacher's instructions. |
| -Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers. | - Pupils swap books with a partner, then check answers 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<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete two target gapped exchanges with the | - Pupils listen to the recording to check their answers again.<br>- Pupils listen to the recording, sentence by sentence, and repeat |

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| help of the picture cues..<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete two gapped exchanges with the help of picture cues.<br>-Have pupils look at the pictures. Ask them to identify the directions to the rooms in the pictures.<br>-Get pupils to look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.<br>-Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the first gap. Then have them look at the whole sentence and complete the gap (*Could you tell me the <u>way</u> to the library, please?*). Repeat the same procedure with the other gap in the exchange.<br>-Have pupils complete the exchanges individually. Get pupils to swap books with a partner and check their answers before checking as a class.<br>**Extension**: Ask a few pairs of pupils to read the exchanges aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.<br>**Activity 6. Memory Game**(8 minutes)<br>**a. Objectives**<br>- To revise the target vocabulary items and structures through the game.<br>**b. Content**<br>- Activity 6. Let's play.<br>**c. Expected outcomes**<br>- Pupils can play the game and revise the target vocabulary items and structures through the game.<br>-Tell pupils that they are going to play *Memory game* using the language learnt in Lessons 1 and 2.<br>-Draw a map with school rooms on the board. Divide the class into two teams. Have pupils look at the school rooms in the map for 20 seconds, then cover the rooms with cards. Tell the teams to listen to the teacher's question (e.g. *Could you tell me the way to the library, please?)*, then ask one pupil in a team to give the direction (e.g. to the | individually and in chorus.<br><br>- Pupils look at the pictures and the address in the pictures.<br><br>- Pupils read the dialogue.<br><br>- Pupils follow the teacher demonstrating the Exchange 1.<br><br>- Pupils complete gapped exchange 2 independently<br><br>.<br><br>- Pupils swap books with a partner and check their answers before checking as a class.<br><br>- Pairs of pupils read the exchanges aloud.<br><br>Pupils follow teachers' instructions. |

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| library), the other pupil in the same team - follow the direction and open the right card to find the room.<br>-Set time for pupils to play the game. If a pupil gives a right direction or opens a right card, his/ her team gets one point.<br>-The team that gets more points at the end of the game wins.<br>**WRAP-UP** (7 minutes)<br>- Teacher lets pupils play the above games in groups.<br>- Teacher divides the class into groups of 3-4.<br>- Teacher gives each group a paper.<br>- They decide together and draw a school map and cover the rooms with cards.<br>- One pupil is the group leader. Tell the pupils to listen to the leader's question (e.g. *Could you tell me the way to the library, please?)*, then ask one pupil to give the direction (e.g. to the library), the other pupil follow the direction and open the right card to find the room. | - Pupils play the game.<br><br>Listen to the teacher |

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## UNIT 6: OUR SCHOOL ROOMS

### Lesson 3 - Period 5

## I. OBJECTIVES

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

**Language knowledge & skills**

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

- correctly pronounce two syllable words with the stress on the second syllable in the words *upstairs* and *downstairs* in isolation and in the sentences *He's going upstairs.* and *She's running downstairs.*;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our school rooms".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and raise awareness about the location of different rooms in their school.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 48

- Audio tracks 63, 64, 65

- Teacher's guide: Pages 97, 98, 99

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by having pupils sing the song *"Back to school"*.<br>**b. Content**<br>- Let's sing.<br>**c. Expected outcomes**<br>- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.<br>**Review vocabulary.**<br>- Have pupils look at the words and phrases on the screen and say.<br>- Check the pronunciation when necessary.<br>- Invite some pupils to say the words and phrases.<br>* Review stress and syllables.<br>- Show some words on the screen and ask pupils to decide whether they are two or three syllable words. Then sort out.<br>- Explain what the word stress and stress mark are. | - Look at the screen and say.<br>- Listen to the teacher's instructions and follow |
| **Activity 1. Listen and repeat.** (Track 63)<br>(5 minutes)<br>**a. Objectives**<br>- To correctly repeat the two-syllable words with the stress on the second syllable, as in the words *up'stairs* and *down'stairs* in isolation, and in the sentences *He's going upstairs.* and | - Pupils look at the words *up'stairs* and *down'stairs*.<br>- Listen to the teacher.<br>- Pupils look at the words |

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| *She's running downstairs.*<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can correctly repeat the two-syllable words with the stress on the second syllable, as in the words *up'stairs* and *down'stairs* in isolation, and in the sentences *He's going upstairs.* and *She's running downstairs.*<br>-Draw pupils' attention to the word up'stairs and the sentence I want to go upstairs. Play the recording and encourage them to point to the word and sentence while listening.<br>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.<br>-Play the recording again and encourage pupils to listen and repeat. Do this a few times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.<br>-Repeat Steps 1 and 2 for the second line.<br>-Let pupils work in pairs or groups to say the words upstairs and downstairs, and read the sentences He's going upstairs. and She's running downstairs. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.<br>**Activity 2. Circle, listen and check.** (Track 64) (10 minutes)<br>**a. Objectives**<br>- To identify the two-syllable words with the stress on the second syllable.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can circle the words with the stress on the second syllable.<br>-Draw pupils' attention to **a. Objectives**<br>To identify the two-syllable words with the stress on the second syllable.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes** | and listen to the recording. Pupils listen and repeat individually and in chorus.<br><br>- Pupils look at the sets of two syllable words. Listen to the teacher's instructions.<br><br>- Pupils read the words aloud and circle.<br>- Listen and check the answer.<br>- Swap books with a partner and check. |

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| - Pupils can circle the words with the stress on the second syllable.<br>the three sets or two-syllable words. Explain what pupils<br>have to do it. Check comprehension.<br>-Tell pupils to look at three words in the first line, read them aloud and circle the<br>word that has the stress on the second syllable. Then play the recording for pupils to listen<br>and check their answers.<br>-Repeat **Step 2** for the second and third lines.<br>-Tell pupils to swap books with a partner, then check the answers as a class. Write<br>the correct answers on the board. Play the recording again for pupils to listen and check their<br>answers again. | - Pupils pay attention to the lyrics of the chant.<br><br>- Pupils listen all the way through carefully to the rhythm and pronunciation.<br><br>- Pupils listen to the recording, line by line, and repeat. |
| **Activity 3. Let's chant.** (Track 65) (8 minutes)<br>**a. Objectives**<br>To say the chant with the correct rhythm and pronunciation.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct rhythm and pronunciation. | - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting. |
| **a. Objectives**<br>- To say the chant with the correct rhythm and pronunciation.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct rhythm and pronunciation. | - Pupils work in two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along. |
| **WRAP-UP** (7 minutes)<br>**Preparation for the project:** *Tell pupils about the project at page 49. Ask them to prepare for it at home by making posters about their favorite school. Remind them to bring the posters to class to present them at Project time.*<br>*** Option 1: Game: Odd one out**<br>- Divide the class into two teams.<br>- Each team has a representative to play "rock, paper, scissors".<br>- The winning team answers the question first. Pupils get the points if their team answers the question.<br>- The team with more points wins. | Listen to the teacher |

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## UNIT 6: OUR SCHOOL ROOMS

### Lesson 3 - Period 6

## I. OBJECTIVES

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

**Language knowledge & skills**

- read a short passage and tick *True* or *False* the sentences related to the information in the passage;

- read and write about school room and directions at school;

- make a poster of a favourite school, then tell the class about it.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Show their knowledge about their schools.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 49

- Teacher's guide: Pages 99, 100

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives** | - Pupils listen to the |

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| - To review the structures they've learnt in the previous lessons.<br>**b. Content**<br>- Vocabularies and structures<br>**c. Expected outcomes**<br>- Pupils can listen and answer the questions.<br>**Game: Collect the pencils**<br>- Divide the class into two groups: Boys and Girls.<br>- Each team takes turns to choose a room in the school map, answers the questions and gets points.<br>- The group with more points wins the game. | teacher's explanation.<br><br>- In teams, pupils take turns to choose the letters and answer the questions. If they have the correct answers, they can give the mystery box or keep it to the other teams. |
| **Activity 4. Read and tick True or False.**<br>(5 minutes)<br>**a. Objectives**<br>- To read a text about rooms in a school and decide whether statements are true or false.<br>**b. Content**<br>- Activity 4. Read and tick True or False.<br>**c. Expected outcomes**<br>- Pupils can read the text and decide whether statements are true or false.<br>-Draw pupils' attention to the text and read it together as a class. Check comprehension.<br>-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 rooms in the school (their locations, the directions to the rooms). Give pupils time to tick the correct boxes.<br>-Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.<br>-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. | - Pupils pay attention to the paragraphs and read them as a class.<br>- Pupils read the text and tick the sentences provided *True* or *False*.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils look at the board and check their answers again. |
| **Activity 5. Let's write.** (10 minutes)<br>**a. Objectives**<br>- To read the table and complete the boxes about the rooms in the school<br>**b. Content**<br>Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can complete the table about school rooms..<br>-Tell the class the goal of this activity: pupils are going to read the table and complete the gapped | - Pupils listen to the teacher's explanation.<br>- Pupils follow the teacher's instructions.<br><br>- Pupils complete the table based on their personal information from the guiding questions. |

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| boxes in it. Check comprehension.<br>-Read the words / phrases in each column as a class (*School rooms / Where? / How to go there from your classroom?*). Point to the example in each column and encourage pupils to complete the rest of gapped boxes.<br>-Give pupils time to write. Go around to offer help if necessary.<br>-If time allows, invite a few pupils to read the words / phrases they have written in the table in front of the class. | - Pupils stand up and read aloud their answers. |
| **Activity 6. Project**(8 minutes)<br>**a. Objectives**<br>- To revise the target language by drawing a picture of a favourite school and presenting it to the class<br>**b. Content**<br>- Activity 6. Project.<br>-Tell pupils the goal of this activity. Explain that they are going to show pictures that they have drawn at home and tell the class about their favourite schools.<br>-Have pupils work in groups of five. Each pupil shows his / her pictures that they have drawn at home and tells the group about the schools, e.g. *This is my favourite school. There's an art room in the school. It's big. It's on the third floor. You should go upstairs to get to the art room. I often draw pictures there.* Go around the class and offer help if necessary (e.g. when pupils need some more vocabulary to talk about favourite rooms).<br>-Invite some pupils to show their work and talk about their favourite schools in front of the class. Have pupils stick their pictures on the wall (or board) as a display. | - Pupils listen to the teacher's explanation.<br>- Pupils work in groups of five. Pupils show his / her pictures that they have drawn at home and tell the group about the schools.<br>- Pupils show their work and talk about their school. Pupils stick their work on the wall (or board) as a display. |
| **WRAP-UP** (7 minutes)<br>**Talk to your friend**<br>- Pupils show their pictures to their classmates, and present the school to the class at the Project time.<br>- Have pupils work in groups of four.<br>- Call some volunteers to perform in front of the class.<br>- Praise pupils if they perform well. | Listen to the teacher |

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES!**

**Lesson 1 - Period 1**

## I. OBJECTIVES

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

**Language knowledge & skills**

- use the verbs *do projects, play games, read books, solve maths problems,* in relation to the topic *"Our favourite school activities";*

- use *What school activity does he / she like? – He / She likes* ____. to ask and answer questions about someone's favourite school activity;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic *"Our favourite school activities".*

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 50

- Audio tracks 66, 67

- Teacher's guide: Pages 101, 102, 103

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes) | |

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| **a. Objectives**<br>- To revise the previous lesson by playing *Collect the letters*.<br>**b. Content**<br>- Play the game.<br>**c. Expected outcomes**<br>- Pupils can correctly spell some words they have previously learned. | - Listen to the teacher's instructions and play the game. |
| **Collect the letter.**<br>- Greet the class. Ask pupils to play *Collect the letters* to review the words *play football, sing, dance, play the violin, play the guitar, paint.*<br>- Ask pupils to unscramble the letters to guess the hidden word **"SCHOOL"**.<br>- Get pupils to open their books at page 50 and look at Unit 7, Lesson 1, Activity 1. Write the title *Our favourite school activities* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.<br>- Invite one pupil or a group to perform the song in front of the class. | - Pupils open their books.<br>- Pupils listen and repeat the title. |
| **Activity 1. Look, listen and repeat.** (Track 66) (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts (pictures) on the phone, focusing on greetings, asking and answering questions about someone's favourite school activitiy.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about someone's favourite school activity.<br>-Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures.<br>-Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.<br>-Play the recording and encourage pupils to point at | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br>- Pupils look at Picture **a** and listen to the recording.<br>- Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.<br>- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's |

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| the characters while listening.<br>-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**.<br>-Draw their attention to the question *What school activity does he like?* and the answers *He likes reading books*. Tell pupils that the question and answer are used to ask and answer about someone's favourite school activity. | explanation. |
| **Extension:** Invite a few pairs of pupils to listen and repeat the exchanges **a** and **b.**<br>**Activity 2. Listen, point and say.** (Track 67)<br>(10 minutes)<br>**a. Objectives**<br>- To correctly say the words and use *What school activity does he / she like? – He / She likes* ____.. to ask and answer questions about someone's favourite school activity.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the words and use *What school activity does he / she like? – He / She likes*_. to ask and answer questions about someone's favourite school activity. | - Pupils look at the pictures and elicit the personal information of each character.<br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times.<br>- Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher's instructions with the other three pictures. |
| -Have pupils look at Pictures **a**, **b**, **c** and **d**, say what they can see in the pictures. Point at each picture and the phrase under it for pupils to say it and the meaning. Compare the verb form in the question: *What school activity* ***does*** *he / she* ***like*** *?* with the one in the answer *He /She* ***likes***___. Tell pupils that in the question the verb *like* follows *does* is in the base form (*like*). But in the answer, ***like*** **+** ***s*** must be used after the subject *He* or *She*. Remind pupils of the verb phrase: ***like*** **+** ***Ving*** as well.<br>-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 related flash cards for the class to practise speaking.<br>-Draw pupils' attention to the speech bubbles and elicit the missing phrase in the answer by pointing at | - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.<br>- Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. |

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| 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**.<br>-Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help when necessary.<br>-Invite a few pairs to stand up and point at each picture in their books to ask and answer the questions about someone's favourite school activity.<br>**Extension:** Ask pupils to elicit some other topic-related vocabulary items and have them practise asking and answering with the new ones. Correct their stress and pronunciation where necessary.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To enhance the correct use of *Can you tell me about yourself? - I'm in _____.; I live in the _____.* to ask and answer questions about personal information in freer contexts.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- To enhance the correct use of *What's school activity does he / she like? – _____.* to ask and answer questions about personal information in freer contexts to ask and answer questions about someone's favourite school activity.<br>-Draw pupils' attention to each picture. Ask questions to revise the relevant phrase<br>(see Input).<br>-Elicit pupils' answers to the questions and write them on the board. Get pupils to say the completed answers.<br>-Put pupils into pairs to take turns asking and answering questions about someone / s favourite school activity in the pictures. Go around the classroom to offer support where necessary.<br>-Invite a few pairs to the front of the classroom. They can use the pictures in relation to this section to take turns asking and answering questions about someone's favourite school activity.<br>**WRAP-UP** (7 minutes)<br>**Game: Football game** | - Pupils look at the pictures and identify the character's information in each picture.<br><br>- Pupils look at the bubbles to understand how the sentence pattern is used.<br><br>- Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.<br><br>- Pairs of pupils practise asking and answering questions in front of the class.<br><br>Listen to the teacher |

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| - Explain how to play the game.<br>- Tell pupils they are going to look at the pictres and answer the questions.<br>- Divide the class into 3 teams.<br>- Pupils take turns to answer the question.<br>- Check the pupils' answers as a whole class.<br>- If they give the correct answers, they can play football and get the goal.<br>- The team with more goals will be the winner. | |

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES!**

**Lesson 1 - Period 2**

## I. OBJECTIVES

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

**Language knowledge & skills-** use the verbs *do projects, play games, read books, solve maths problems,* in relation to the topic *"Our favourite school activities";*

- use *What school activity does he / she like? – He / She likes* _____. to ask and answer questions about someone's favourite school activity;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic *"Our favourite school activities".*

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and show their interest in their favorite school activities.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 51

- Audio tracks 68, 69

- Teacher's guide: Pages 104, 105, 106

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by playing *Collect the letters*.<br>**b. Content**<br>- Play the game.<br>**c. Expected outcomes**<br>- Pupils can correctly spell some words they have previously learned.<br>**Quiz**<br>- Ask pupils to talk about a piece of paper.<br>- Ask pupils to look at the picture, read the quiz and write the answer on the paper in 20 seconds.<br>-After answering all the quizzes, the teacher asks pupils to exchange the paper with their friends and check the answer. | - Take out a piece of paper.<br>- Read and write the correct answer in order.<br>1. firefighter<br>2. writer<br>…. |
| **Activity 4. Listen and number.** (Track 68)<br>(5 minutes)<br>**a. Objectives**<br>To listen to and number four exchanges in which the speakers ask and answer questions about someone's favourite school activities.<br>**b. Content**<br>- Activity 4. Listen and number.<br>**c. Expected outcomes**<br>- Pupils can listen to and number four exchanges in which speakers ask and answer questions about someone's favourite school activities.<br>-Draw pupils' attention to the pictures and ask questions to elicit what each child is doing.<br>Then say that it is his / her favourite school activity, for example:<br>*T: What's he / she doing?*<br>*C: He's / She's _.*<br>*T: Very good. He / She likes it. It's his / her favourite school activity.*<br>-Play the recording all the way through. Then play the recording again for pupils to listen and number the pictures. | Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with their partner, then check answers as a class.<br>- Pupils listen to the recording again to double-check their answers.<br>- Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. |

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| -Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**Extension:** Play the recording, pausing after each question and have pupils recall the answer. Check if they can give the correct answer. Correct their pronunciation where necessary.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To read and complete four exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can read and complete four gapped exchanges with the help of picture cues.<br>-Model gapped Exchange **1** as an example. Have pupils look at the picture under it, read the question and answer, and guess the missing word in the answer. Elicit the missing word to fill the gap (*doing projects*). Then have divide the class into two halves to take turns asking and answering. Correct their pronunciation where necessary.<br>-Give pupils time to do the task independently. Go around the classroom to offer help where necessary.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Invite a pupil to write the answers on the board. Give further support to those who find it difficult to do the task.<br>-Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary.<br>**Activity 6. Let's sing.** (Track 69) (8 minutes)<br>**a. Objectives**<br>- To listen to and complete the song *What school activity does she like?* and sing with correct pronunciation, rhythm and melody.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>- Pupils can complete the lyrics and sing the song | Pupils look at the pictures and identify personal information of characters in each picture.<br>- Pupils look at the four incomplete exchanges.<br>- Pupils follow the teacher demonstrating the Exchange 1.<br>- Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.<br>- Pairs of pupils read the exchanges aloud<br>- Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.<br>- Pupils listen to the recording all the way through carefully to the |

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| *What school activity does she like?* with correct pronunciation, rhythm and melody.<br>-Have pupils read the song lyric, look at the relevant picture and guess the missing words. Give Number 1 as an example (*word puzzles*). Fill in the gap.<br>-Repeat **Step 1** for Number 2. Tell pupils to pay attention to the answer before deciding the missing word in the question (*he*). For Number 3, ask pupils what the boy is doing to guess the missing phrase (*doing projects*).<br>-Give a limited time for pupils to read and fill the gaps. Then play the recording for them to check the answers.<br>-Play the recording again for pupils to listen and sing along before they practise singing the song.<br>**Extention:** Divide the class into two halves to take turns singing the questions and answer.<br>**WRAP-UP** (7 minutes)<br>**Game: Snakes and ladders**<br>- Divide the class into 2 teams.<br>- Ask the first team a question from a unit you're learning. If they get the answer right, they roll a dice.<br>- Move their marker along the Snakes and Ladders board.<br>- Now ask the other team a new question, if they get the answer correct, then they move along the Snakes and Ladders board, too.<br>- Whenever a team lands on a square where the bottom of the ladder is, then their marker climbs up to the top of the ladder. Whenever a team arrives on a square at the head of a snake, then their marker slides down all the way to the bottom of the snake!<br>- The first team to reach the end is the winner! | pronunciation and the melody.<br>- Pupils listen to the recording, line by line, and repeat. Pupils do actions while they sing along with the recording.<br>- Pupils listen to the recording all the way through and sing along.<br>- Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along.<br>Listen to the teacher |

Week: Date of planning: …/ / 2024

Period:

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## UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES

# Lesson 2 - Period 3

## I. OBJECTIVES

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

**Language knowledge & skills** - use the verbs and adjectives *do projects, play games, read books, solve maths problems, difficult, easy, fun, good for group work, useful, interesting*, in relation to the topic "*Our favourite school activities*";

- use *Why does he / she like ____? – Because he / she thinks its _____.* to ask and answer questions about the reason why someone likes a school activity;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*Our favourite school activities*";
- read and write about someone's favourite school activity;
- do a survey of favourite school activities and present at the Project time.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their interest in school subjects when talking about school subjects and school activities.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 52

- Audio track 70, 71

- Teacher's guide: Pages 106, 107, 108

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by having pupils sing the song *"What school activity does she like?"*. | - Take turns singing the questions and the answer of the song *What school* |

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| **b. Content**<br>- Let's sing.<br>**c. Expected outcomes**<br>- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.<br>**Let's sing.** (Track 1)<br>- Greet the class, then divide the class into two halves to take turns singing the questions and the answers of the song *What school activity does she like?*<br>- Get pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1.<br>- Tell pupils what they will learn in this lesson.<br>**Activity 1. Look, listen and repeat.** (Track 70)<br>(5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts (pictures), focusing on asking and answering questions about why someone likes a school activity.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about why someone likes a school subject.<br>-Ask pupils to look at Pictures a and b , identify the characters and say what they are talking about. Draw pupils' attention to the question Why does he like solving maths problems? and the answer Because he thinks it's useful. Tell pupils that the question begins with Why is used to ask about the reason; and Because is the answer to the question of reason.<br>-Ask pupils to look at Pictures a. Play the recording for them to listen and follow the language. Play the recording again for pupils to listen and repeat the sentences individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.<br>-Invite a few pairs to the front of the classroom to listen to and repeat the exchanges a and b. | *activity does she like?*<br><br>-Open their books at page 52.<br><br>- Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br><br>- Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.<br>- Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.<br>- Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation |

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| **Activity 2. Listen, point and say.** (Track 71) (10 minutes)<br>**a. Objectives**<br>- To correctly say the words and use *Why does he / she like ____? – Because he / she thinks it's ____.* to ask and answer questions about why someone likes a school activity.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can say the words and use *Why do you like ____? – Because it's ____.* to ask and answer questions about why someone likes a school activity. | - Pupils look at the pictures and elicit the personal information of each character.<br>- Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the words a few times. |
| -Ask pupils to look at Pictures **a**, **b**, **c** and **d** and say what they can see in each picture.<br>Remind them of *like+ Ving* and elicit the meaning of the adjectives. Have the class repeat the words under the pictures a few times.<br>108<br>-Play the recording for pupils to listen to and repeat the phrases and words in chorus and individually until they feel confident. Use the flash cards to practise the phrases and words under the pictures.<br>-Draw pupils' attention to the speech bubbles and elicit the missing phrase in the question and word 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**.<br>-Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.<br>-Invite a few pairs to act out the exchanges in front of the class. | - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher's instructions with the other three pictures.<br>- Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.<br>- Pairs of pupils point at the pictures and say the questions & answers in front of the class. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To enhance the correct use of *Why does he /she like ___? – Because he / she thinks it's _____.* to ask and answer questions about why someone likes a school activity.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can enhance the correct use of *Why does* | - Pupils look at the pictures and identify the character's information in each picture. |

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| *he / she like ____?– Because he / she thinks it's _____.* to ask and answer questions about why someone likes a school activity in freer contexts.<br>-Have pupils look at the pictures and elicit what each pupil is doing in each picture. Use the picture of the boy doing crossword puzzle as an example to make the question and answer: *The boy is doing a crossword puzzle because he likes it. Why does he like doing crossword puzzles? Because he thinks it's fun.* Write the question and answer on the board and complete it. Divide the class into two halves and have them take turns asking and answering a few times before setting time for the class to do the task in pairs.<br>-Invite a few pairs to come to the front of the classroom and act out the exchanges.<br>**Extension:** Turn the questions and answers to a personal exchange about some pupils' favourite school activities and why each of them likes his / her favourite activity.<br>**WRAP-UP** (7 minutes)<br>**Game: Pass the teddy bears**<br>- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).<br>- Ask pupils to listen to music and pass the ball.<br>- Stop music suddenly. Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.<br>e.g. Pupil *A: Why does she like reading books?*<br>Pupil *B: Because she thinks it's interesting.*<br>- Repeat the game several times. | - Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.<br><br>- Pairs of pupils practise asking and answering questions in front of the class.<br><br>Listen to the teacher |

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## UNIT 7: OUR FAVORITE SCHOOL ACTIVITIES

### Lesson 2 - Period 4

### I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's favourite school activity.

- use the verbs and adjectives *do projects, play games, read books, solve maths problems, difficult, easy, fun, good for group work, useful, interesting*, in relation to the topic "*Our favourite school activities*".

- use *Why does he / she like_____? – Because he / she thinks it' _*. to ask and answer questions about the reason why someone likes a school activity.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite school activity.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their love and interest in school activities.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 53

- Audio track 72

- Teacher's guide: Pages 109, 110

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise vocabularies<br>**b. Content**<br>- Game: Guessing game<br>**c. Expected outcomes**<br>- Pupils can remember and say the words about school activities correctly.<br>**Game: Guessing game**<br>- Draw pupils' attention to the screen.<br>- Explain the rules of the game: Pupils look at the hidden pictures and guess. | - Pupils follow the teacher's instructions.<br>- Pupils look at the screen and guess what the word is. |

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| **Activity 1. Listen and tick.** (Track 72) (5 minutes)<br>**a. Objectives**<br>- To listen to and understand two communicative contexts in which pupils ask and answer questions about why someone likes a school activity and tick the correct pictures.<br>**b. Content**<br>- Activity 1. listen and tick.<br>**c. Expected outcomes**<br>Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the reasons why someone likes a school activity.<br>-Draw pupils' attention to the pictures and ask questions to elicit what each pupil is doing. Have pupils predict which picture is mentioned in Conversation **1** (**b**).<br>-Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and tick the correct picture.<br>-Repeat Step **1** and **2** before playing the Conversation **2**.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.<br>- Pupils look at Picture **a** and **b** and listen to the recording. Pupils listen to the recording and choose the correct answers.<br>- Pupils follow the teacher's instructions.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation. |
| **Activity 2. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To read and complete two dialogues with the help of picture cues.<br>**b. Content**<br>Activity 2. Read and complete.<br>**c. Expected outcomes**<br>Pupils can complete two dialogues with the help of picture cues.<br>-Use Dialogue **1** as an example. Have pupils read it and guess the missing words. Remind them to pay attention to what the picture illustrates. (*A girl and a boy are presenting a project in front of the class*).<br>-Repeat **Step 1** for the second dialogue.<br>-Give pupils a time limit to read the dialogues, look at the pictures and fill in the gaps independently. | - Pupils look at the pictures and elicit the names of the things in the pictures.<br>- Pupils point at Picture **a**, Pupils follow the teacher's instructions with the other three pictures.<br>- Pupils follow the teacher's instructions with Pictures **b**, **c** and **d**.<br>- Pupils work in pairs and practise asking and answering the question, using speech bubbles and Pictures a, b, c and d. |

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| Go around the classroom and offer support where necessary.<br>-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.<br>**Extension:** Invite two pairs of pupils to take turns role playing the completed dialogues. Check pronunciation where necessary.<br>For advanced level, divide the class into groups to make similar dialogues with their personal true facts and act out.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To make sentences about why someone likes a school activity<br>**b. Content**<br>- Activity 3. Let's play.<br>**c. Expected outcomes**<br>- Pupils can play a making sentences game to reinforce the words and sentences related to why someone likes some school activity.<br>-Draw pupils' attention to the game input on the board. Introduce and explain how to play the game: The class is divided into pairs of groups A and B. Each group member must select a school activity and say why his or her sister or brother likes it. Which group makes sentences faster and says them correctly will be the winners.<br>-Give pupils a time limit to play the game and go around the class to offer help where necessary.<br>-When the time limit is over, nominate pairs of groups to the board to check the answers.<br>**WRAP-UP** (7 minutes)<br>**Game:**<br>- Divide class into 2 teams: Boys and Girls<br>- Draw pupils' attention to the questions on the screen.<br>- In teams, they take turns to choose the number and look at the picture then answer the questions. Read the question aloud and answer it. If they have the correct ones, they roll the dice and get the points. | - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.<br>Pupils look at the pictures. Pupils say the actions of the characters in the pictures.<br>- Pupils practise asking and answering questions in front of the class.<br>Listen to the teacher |

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| - The team with more points wins the game. | |

Week: Date of planning: …/ / 2024

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 5**

## I. OBJECTIVES

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

**Language knowledge & skills**

- correctly repeat the two-syllable words *dolphin* and *tennis* in isolation and in the sentences *I like dolphins.* and *He plays tennis on Sundays.* with the correct pronunciation and intonation.

- identify the target words *'solving* and *'reading* while listening to two gapped exchanges.

- say the chant with the correct rhythm and pronunciation.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Explore their talents and critical think about skills they can get from each school activities

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 54

- Audio tracks 73, 74, 75

- Teacher's guide: Pages 111, 112, 113

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the words about school activities and the structure of *What school activity do you like? - I like…..; Why do you like it? - Because I think it's* …...<br>**b. Content**<br>- Game: Interview<br>**c. Expected outcomes**<br>- Pupils can remember and correctly ask and answer about school activities.<br>**Game: Interview**<br>- Invite a few pairs to the front of the class to take turns asking and answering questions about his or her favourite school activity and the reasons<br>- Shows the structure of *What school activity do you like? - I like…..; Why do you like it? - Because I think it's* …… on the board to help pupils remember and use the structures correctly.<br>- Check their pronunciations and give compliments after they finish. Embrace all the different ideas from pupils.<br>**Activity 1. Listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To correctly pronounce the words *'solving* and *'reading* with the stress on the first syllable in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.* with the correct pronunciation and intonation.<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can correctly pronounce the words *'solving* and *'reading* with the stress on the second syllable in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.* with the correct pronunciation and intonation.<br>-Have pupils point at the word *'solving* and the sentence *He likes 'solving maths problems*. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.<br>-Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good | -Work in pairs<br>- Take turns asking and answering questions about favourite school activity and the reasons<br><br>- Look at and use the structures on the board to ask and answer correctly<br><br>- Pupils point to the word and sentence while listening. Pupils listen to the teacher's explanation.<br><br>- Pupils listen to the recording again and repeat.<br><br>- Pupils follow the teacher's instructions.<br><br>- Pupils work in pairs or groups to say the words.<br><br>- Pupils make more sentences, replacing *'solving* and *'reading* with verbs |

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| pronunciation.<br>-Repeat **Steps 1** and **2** for the word *'reading* and the sentence *Her favourie school activity is 'reading books.* Go around the classroom and correct pupils' pronunciation where necessary.<br>-Let pupils work in pairs or groups, saying the words and reading the sentences.<br>**Extension:** Ask pupils to make more sentences, replacing *'solving* and *'reading* with verbs ending with -ing and having the similar stress pattern, for example, *talking, drawing, riding, playing,* etc. and practise reading the sentences aloud. Pay attention to the correct sentence stress. | ending with -ing and having the similar stress pattern, for example, *talking, drawing, riding, playing,* etc. and practise reading the sentences aloud. |
| **Activity 2. Circle, listen and check.** (10 minutes)<br>**a. Objectives**<br>- To identify the target words 'solving and 'reading while listening to two gapped exchanges.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can circle words solving, swimming and writing among the words provided in three lines.<br>- Pupils can identify the target words solving, swimming and writing among the words provided.<br>-Tell pupils that this is an odd-one-out exercise. Pupils circle the word having a different stress from each line. Then listen to the recording to check.<br>-Set time for pupils to do the task.<br>-Play the recording, once or twice, for pupils to listen and check their answers. Get pupils to swap books with a partner and check their answers.<br>-before checking as a class. Play the recording again for pupils to double-check their answers.<br>**Extension:** Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary. | - Pupils circle the word having a different stress from each line.<br>- Pupils listen to the recording to check.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again. |
| **Activity 3. Let's chant.** (8minutes)<br>**a. Objectives**<br>- To say the chant with the correct pronunciation, word stress and rhythm.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm. | - Pupils stand up, listen to and repeat the words.<br>- Pupils pay attention to the lyrics of the chant.<br>- Read the first verse of the chant |

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| -Have pupils look at the pictures and identify the school activities.<br><br>-Have pupils read the first verse of the chant and draw their attention to the words *'reading, 'dancing, 'drawing, 'painting*. Check comprehension.<br><br>-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.<br>-Repeat **Steps 2** and **3** for the second verse of the chant, but draw their attention to the words *'reading, 'singing, 'drawing, 'swimming*.<br>-Play the recording all the way through for pupils to chant and clap their hands.<br>**Extension:** Replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable, for example, *swimming, writing, talking* and *hiking*. Have pupils do the similar thing with the second verse and practise chanting the new one.<br>**WRAP-UP** (7 minutes)<br>**Game: Guess the actions**<br>- Call out one student to come to the front of class and whisper to him or her and actions (Ex: reading books)<br>- Ask him or her to do the action without making any sounds.<br>- Let other pupils in the class guess the actions.<br>- Give points for the team that has the pupil do the action and the one gives the correct answers. | - Pupils listen to the recording, line by line, and repeat.<br>- Pupils listen to the recording. Pupils clap and do the actions while chanting.<br><br>- Pupils do the same with second verse.<br><br>- Pupils listen all the way through to chant and clap.<br><br>Listen to the teacher |

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES!**

# Lesson 3 - Period 6

## I. OBJECTIVES

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

**Language knowledge & skills**

- use the verbs *do projects, play games, read books, solve maths problems,* in relation to the topic *"Our favourite school activities";*

- use What school activity does he / she like? – He / She likes ____. to ask and answer questions about someone's favourite school activity;

- use *Why does he / she like_____? – Because he / she thinks its_____*. to ask and answer questions about the reason why someone likes a school activity;

- read and write about someone's favourite school activity;

- do a survey of favourite school activities and present at the Project time.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and show their interest in their favorite school activities.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 55

- Teacher's guide: Pages 113, 114

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by playing *Rock, paper, scissors* | - Listen to the teacher's instructions and play the game. |

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| **b. Content**<br>- Play the game.<br>**c. Expected outcomes**<br>- Pupils can correctly use some sentences they have previously learned..<br>***Rock, paper, scissors***<br>Greet the class. Ask pupils to play *Rock, paper, scissors* review the words: do projects, solve math problem, play games, read stories, useful, interesting, fun, good for group work<br>- Ask pupils to show the sign of Rock, paper, scissors to show the answers they choose.<br>- Ask pupils to open their books at page 55 and look at Unit 7, Lesson 3, Activity 4. | - Pupils open their books. |
| **Activity 4. Read and circle**(5 minutes)<br>**a. Objectives**<br>- To read a paragraph and circle the correct options to complete four sentences provided<br>**b. Content**<br>- Activity 4. Read and circle<br>**c. Expected outcomes**<br>- Pupils can read a paragraph and show understanding by circling the correct options to complete the sentences provided. | - Pupils pay attention to the paragraph and read them as a class.<br>- Pupils look at the incomplete sentences and answer options. Pupils read the text again and circle the correct answers. |
| -Tell pupils the goal of the activity and explain that they should read the paragraph and circle the correct options to complete the sentences provided. Check comprehension.<br>-Give an example with Number **1**. Have pupils read the sentence Number 1; then scan the paragraph above quickly to find the correct fact (*Linh).* Then tell them to compare with the option given in the sentence provided and circle the letter ***c***. | - Pupils swap books with a partner, then check answers as a class. |
| -Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.<br>-Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**Extension:** Invite one or two pupils to ask and answer why *Linh, Minh, Lucy* and *Bill* like these school activities, for example, *Why does Linh like* | - Pupils look at the board and check their answers again. |

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| *singing*? − *Because she wants to be a singer in the future*. Correct their pronunciation where necessary.<br>**Activity 5. Let's write.** (10 minutes)<br>**a. Objectives**<br>- To write a short paragraph about favourite school activities and why their sister or brother likes them with the help of guiding questions and a writing frame<br>**b. Content**<br>- Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can use the words / phrases to write about someone's favourite school activity. | - Pupils listen to the teacher's explanation.<br><br>- Pupils read the first sentences in the frame and complete the sentences. |
| -Tell the class the goal of the activity and explain that they should read the questions and complete the writing frame with their personal facts. Tell pupils that they should write about 30 words. Check comprehension. | |
| -Give an example with Sentence **1**. Have pupils read the first sentences in the frame. Remind them of the question words in the first question before completing the sentence. Tell them to do the same with the rest of the questions.<br>-Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary. | - Pupils listen to the teacher's explanation. |
| -Get pupils to swap books with a partner and check their answers before checking as a class.<br>**Extension:** Invite one or two pupils to stand up and read aloud their sentences.<br>Pupils can write a short paragraph about their favourite school activities and why they like it/them with the help of guiding questions and a writing frame. | - Pupils read the first sentences in the frame and complete the sentences. |
| **Activity 6. Project**(8 minutes)<br>**a. Objectives**<br>- To do a survey of pupils' favourite school activites<br>**b. Content**<br>- Activity 6. Project.<br>**c. Expected outcomes**<br>- Pupils can do their surveys of their favourite school activities with their classmates, and report their survey to the class at the Project time. | - Pupils listen to the teacher's explanation.<br><br>- Pupils work in groups of five, report their survey to their friends in groups. |

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| Use the suggested checklist for assessment on page 5<br>-Check pupils' survey results.<br>-Invite a pupil to report his /her survey result with your help.<br>-Have pupils work in groups to report their own surveys. Go around the classroom and offer help where necessary.<br>-Invite a few groups to report their survey results in front of the class. Praise them when they do a good job.<br>**WRAP-UP** (7 minutes)<br>**Game: Lucky number**<br>- Explain how to play the game.<br>- Tell pupils they are going to look at the pictures and answer the questions.<br>- Divide the class into 3 teams. | - Pupils report their survey in front of the class.<br><br>Listen to the teacher |

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## UNIT 8: IN OUR CLASSROOM

### Lesson 1 - Period 1

### I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the locations of school things.

- correctly use *Where are the _____? - They're _____.* to ask and answer questions about the locations of school things.

- correctly use *Where are the _____? - _____.* to ask and answer questions about the locations of school things.

- use the words *beside, under, above, in front of* in relation to the topic "In our classroom".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about the locations of school things correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 56

- Audio Tracks 76, 77

- Teacher's guide: Pages 115, 116, 117

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the vocabulary about school things and things around them.<br>**b. Content**<br>- Game: Picture remembering<br>**c. Expected outcomes**<br>- Pupils can correctly say the names of school things and things around them.<br>**Game: Kim's game**<br>- Tell pupils they are going to remember the pictures and write the pictures' names.<br>- Demonstrate the game by using an example.<br>- Divide pupils into two groups.<br>- Fly the flashcards on the board. Ask pupils to look at and remember the flashcards carefully.<br>- Ask each member of the group to take turns running to the board and write only the name of one picture.<br>- The group with more correct answers will be the winner. Praise the winner. | - Listen to the teacher's explanation.<br>- Follow the teacher demonstrating the game.<br>- Work in two groups.<br>- Look at and remember the flashcards carefully.<br>- Each member of the group takes turns running to the board and writes only the name of one picture.<br>- Praise the winner. |

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| **Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the locations of school things.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the locations of school things, using *Where are the _____? - They're _____*.<br>-Have pupils look at Pictures **a** and **b**, identify the characters and their activities.<br><br>-Ask pupils to look at the pictures. 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.<br>-Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.<br><br>-Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.<br>-Draw their attention to the question *Where are the maps?* and the answer *They're beside the board.* Tell pupils that they are the question and the answer about locations of things.<br>**Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly use *Where are the _____? - They're _____*. to ask and answer questions about the locations of school things.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the words and use *Where are the _____? - They're _____*. to ask and answer questions about the locations of school things.<br>-Have pupils look at the Pictures **a**, **b**, **c** and **d** and identify the locations of school things.<br>-Have pupils point at Picture **a**, listen to the recording and repeat the words (*pencils / beside/ book*). Point at the words and Picture a and have pupils listen and repeat after the recording (*Where* | - Pupils look at Pictures **a** and **b** and identify the characters and their activities.<br>- Pupils look at the pictures. Pupils listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.<br><br>- Pupils listen to the recording again and repeat in chorus, sentence by sentence.<br>- Pairs of pupils come to the front of the classroom to listen and repeat the sentences in the recording<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br><br>- Pairs of pupils act out the conversations in front of the class.<br><br>- Pupils look at the Pictures **a**, **b**, **c** and **d** and identify the locations of school things.<br>- Pupils point at Picture **a**, listen to the recording and repeat the words. Pupils listen and repeat after the recording.<br><br>- Pupils follow the teacher's instructions with the other three pictures. Pupils repeat |

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| *are the pencils? - They're beside the book.*).<br>-Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.<br>-Have pairs practise asking and answering the question *Where are the _____? - They're _____.*<br>-Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | the questions and answers a few times.<br>- Pairs of pupils practise asking and answering the question.<br>- Pairs of pupils point at the pictures and say the questions and answers in front of the class. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To correctly use *Where are the _____? - _____.* to ask and answer questions about the locations of school things.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can correctly use *Where are the _____? - _____.* to ask and answer questions about the locations of school things. | - Pupils look at the pictures and identify the context. |
| -Draw pupils' attention to the pictures. Ask questions to help them identify the context (see Input).<br>-Put pupils into pairs and practise asking and answering questions about the locations of school things. Go around the classroom to offer support where necessary.<br>-Invite a few pairs to the front of the class to ask and answer questions about locations of school things, using the picture cues. Praise pupils if they perform well. | - Pupils work in pairs and practise asking and answering questions about the locations of school things.<br>- Pairs of pupils come to the front of the class to ask and answer questions about locations of school things, using the picture cues. |
| **Extension (For advanced level):** Invite some pairs of pupils to ask and answer questions about the real school things in the classroom. For example, *Where are the fans? - They're above the windows* (on the ceiling); *Where's the projector? - It's in front of the screen. etc,* | - Pairs of pupils ask and answer questions about the real school things in the classroom. |
| **WRAP-UP** (7 minutes)<br>**Game: Musical cards**<br>- Stick the cards on the board. Ask pupils to say the words related to the cards.<br>- Hand out the cards to different pupils around the class.<br>- Play the song *"What school activity does she like?"* (Unit 7). Ask pupils to pass the cards to the pupils next to them while the music is playing.<br>- Stop the music suddenly. Invite a pupil to ask the question *"Where are the pens?"*. Ask pupil who is | Listen to the teacher |

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| holding the card to answer the question, e.g. *It's in front of the clock.*<br>- Play the music again and repeat the activity.<br>- Ask pupils to check their friends' pronunciation.<br>*** Preparation for the Project:** *Tell pupils about the project on page 61, Lesson 3, Activity 6. Ask them to draw their study corners with the locations of school things, and present their group's pictures of study corners in front of the class at project time.* | |

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## UNIT 8: IN OUR CLASSROOM

### Lesson 1 - Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand four communicative contexts in which the characters talk about the location of school things.

- complete seven gapped sentences with the help of the picture cues.

- sing the song *Where are they?* with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 57

- Audio tracks 78, 79

- Teacher's guide: Pages 118, 119

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the sentence structures *Where are the _____? - It's _____.* to ask and answer questions about the locations of school things.<br>**b. Content**<br>- Game: Flower growing<br>**c. Expected outcomes**<br>- Pupils can correctly remember and say the sentence structures *Where are the _____?* - *It's _____.* to ask and answer questions about the locations of school things.<br>**Game: Flower blooming**<br>- Tell pupils that they are going to look at the picture given and choose the correct word or phrase suitable with the picture.<br>- Have pupils play the game in two groups. One pupil of each group takes turns playing the game.<br>- If he/ she gives a correct answer, he/ she will get one point and help the seedling grow and bloom.<br>- If he/ she gives an incorrect answer, the teacher will invite a pupil of another group to answer.<br>- Have pupils play the game.<br>- The group with more points wins. Praise the winner.<br>**Activity 4. Listen and tick or cross.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand four communicative contexts in which the characters talk about the location of school things.<br>**b. Content**<br>- Activity 4. Listen and tick or cross.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand four communicative contexts in which the characters talk about the locations of school things.<br>-Draw pupils' attention to the pictures and elicit the names of the school things and their locations. | Listen to the teacher's explanation.<br>- Play the game in two groups.<br>- Play the game.<br>- Pupils look at the pictures and say the names of the school things and their locations.<br>- Pupils listen to the recording all the way through. Then pupils listen to the recording again to do the task by ticking or crossing the correct pictures. Pupils listen to a third time to check and complete the activity.<br>- Pupils swap books with a partner to check their answers before checking as a class. |

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| -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.<br><br>-Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete seven gapped sentences with the help of the picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete seven gapped sentences with the help of the picture cues.<br>-Have pupils look at the pictures. Get them to identify the locations of school things.<br>-Have pupils look at the gapped sentences. Draw their attention to the missing words in the sentences.<br>-Model with Exchange **1**. Have pupils look at the sentence. Ask them what word is missing (*beside*). Then have pupils complete the sentence (*They're beside the notebooks*).<br>-Follow the same procedure with Exchanges **2**, **3** and **4**.<br>-Have pupils complete the gapped sentences individually and ask pupils to read them aloud.<br>**Activity 6. Let's sing.** (8 minutes)<br>**a. Objectives**<br>- To sing the song *Where are they?* with the correct pronunciation, rhythm and melody.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>- Pupils can sing the song *Where are they?* with the correct pronunciation, rhythm and melody.<br>-Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the location of school things to reinforce their understanding.<br>-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.<br>-Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where | Pupils look at the pictures. Pupils identify the locations of school things.<br>- Pupils look at the gapped sentences. Pay their attention to the missing words in the sentences.<br>- Pupils follow the teacher demonstrating Exchange **1**. Pupils look at the sentence. Pupils answer what word is missing. Then pupils complete the sentence.<br>- Pupils follow the teacher's instructions.<br>- Pupils complete the gapped sentences individually and ask pupils to read them aloud.<br><br>- Pupils pay attention to the title and lyrics of the song. Pupils point at the location of school things to reinforce their understanding.<br>- Pupils listen to the whole song. Pupils listen carefully to the pronunciation, rhythm and melody.<br><br>- Pupils listen to the recording line by line and repeat.<br><br>- Pupils listen to the recording all the way through and sing along. |

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| necessary.<br>-Play the recording all the way through for pupils to sing along.<br>-Play the recording again for pupils to sing and clap along with the recording.<br><br>**WRAP-UP** (7 minutes)<br>**Game: Angry birds**<br>- Divide the class into 2 groups: Boys and Girls.<br>- Have pupils take turns to choose the numbers, then look at the picture and answer the questions.<br>e.g. Picture of two books on the desk. Teacher asks *"Where are the books?* Pupils answer *"They're on the desk."*<br>- Have them look at the pictures and answer the questions. If they have the correct answers, they get the points for their groups. If the answer is not correct, the other group answers and gets points.<br>- The group with more points wins. | - Pupils listen to the recording again to sing and clap along with the recording.<br>- Some groups come to the front of the class to perform while the rest of the class sings and / or claps along.<br><br>Listen to the teacher |

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## UNIT 8: IN OUR CLASSROOM

### Lesson 2 - Period 3

## I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about possession.

- correctly use *Whose* ____ *is this? - It's* ____. to ask and answer questions about possession.

- enhance the correct use of *Whose* ____ *is this?* - ____. to ask and answer questions about possession in freer contexts.

- use the words and phrases *whose, glue stick*, *crayon, set square, pencil sharpener* in relation to the topic "In our classroom".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about possession correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 58

- Audio tracks 80, 81

- Teacher's guide: Pages 120, 121

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the structures *Where are the _____? - They're _____.* to ask and answer questions about the locations of school things.<br>**b. Content**<br>- Game: Sentence making<br><br>**c. Expected outcomes**<br>- Pupils can make and say the structures about the structures *Where are the _____? - They're _____.* to ask and answer questions about the locations of school things correctly.<br>**Game: Sentence making**<br>- Tell pupils that they are going to play the game *Sentence making* in groups of four or five.<br>- 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 are the pictures?*<br>- Set a time limit for the groups to play the game. | - Listen to the teacher's explanation.<br><br>- Follow the leader.<br><br>- Play the game.<br><br>- Two groups come to the front of the class to play the game.<br>- Give comments and announce the winner. |

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| - Invite two groups to the front of the class to play the game.<br><br>- Have the class give comments and announce the winner. The group that makes the most correct sentences will win.<br>**Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about possession.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about possession.<br>-Have pupils look at Pictures **a** and **b** and identify the characters and the location of school things.<br>-Ask pupils to look at Picture a. Play the recording for them to listen to. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.<br>-Play the recording again for pupils to listen and repeat in chorus sentence by sentence.<br>-Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.<br>-Draw their attention to the question *Whose crayon is this?* and the answer *It's Linh's.* Tell pupils that they are questions and answers about possession.<br>**Extension (For consolidation):** Invite a few pairs of pupils to act out the conversations in front of the class.<br>**Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly use *Whose* ____ *is this? - It's* ____. to ask and answer questions about possession.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly use *Whose* ____ *is this? - It's* ____. to ask and answer questions about possession.<br>-Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the characters and their school things. | - Pupils look at Pictures **a** and **b** and identify the characters and the location of school things.<br>- Pupils look at Picture a. Pupils listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat. Pupils follow the teacher's instructions with Picture **b**.<br>- Pupils listen to the recording again and repeat in chorus sentence by sentence.<br>- Pairs of pupils come to the front of the classroom to listen and repeat the sentences in the recording.<br>- Pupils pay attention to the question and answer. Pupils listen to the teacher's explanation.<br><br>- Pairs of pupils act out the conversations in front of the class.<br><br>- Pupils look at Pictures **a**, **b**, **c** and **d** and say the characters and their school things.<br>- Pupils point at Picture **a**, listen to the recording and repeat the words. Pupils listen and repeat after the recording. |

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| -Have pupils point at Picture **a**, listen to the recording and repeat the words (*glue stick / Mary's*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*Whose glue stick is this? - It's Mary's.*)<br>-Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.<br><br>-Have pairs practise asking and answering the question *Whose ____ is this? - It's ____.* using the picture cues.<br>-Invite a few pairs to point at the pictures and say the questions and answers in front of the class.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To enhance the correct use of *Whose ____ is this? - ____.* to ask and answer questions about possession in freer contexts.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can ask and answer questions about possession, using *Whose ____ is this? - ____.*<br>-Draw pupils' attention to the pictures. Ask questions to help them identify the context (see Input).<br>-Put pupils into pairs and encourage them to ask and answer questions about possession. Go around the classroom to offer support where necessary.<br>-Invite a few pairs to practise asking and answering questions about possession, using the picture cues. Praise pupils if they perform well.<br>-Invite a few pairs to the front of the class to perform their conversations.<br>**WRAP-UP** (7 minutes)<br>**Game: Flashcard walk**<br>- Place several flashcards (*glue stick, crayon, set square, pencil sharpener*) on the classroom floor.<br>- Divide the class into two groups.<br>- Have pupils from each group come up the front.<br>- Play some music and have the pupils walk around the flashcards.<br>- Stop the music and say the name of one flashcard.<br>- Have the pupils pick up the correct flashcard and make a question for another pupil to answer.<br>e.g. Pupil A: *Whose crayon is it?* | - Pupils follow the teacher's instructions with the other three pictures. Pupils repeat the questions and answers a few times.<br>- Pairs of pupils practise asking and answering the question, using the picture cues.<br>- Pairs of pupils point at the pictures and say the questions and answers in front of the class.<br><br>- Pupils look at the pictures. Pupils answer the questions to identify the context.<br><br>- Pupils work in pairs and ask and answer questions about possession.<br><br>- Pairs of pupils practise asking and answering questions about possession, using the picture cues.<br><br>- Pairs of pupils come to the front of the class to perform their conversations. |

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| Pupil A invites another pupil of his/ her group to answer that question.<br>Pupil B: *It's Mai's.*<br>- Give the first group to make a correct sentence at one point.<br>- The group with more points wins the game. | Listen to the teacher |

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**UNIT 8: IN OUR CLASSROOM**

**Lesson 2 - Period 4**

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand two communicative contexts about the locations of school things and possession.

- complete two gapped exchanges with the help of picture cues.

- revise target words about free-time activities by playing *Whose pen is this?*

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 59

- Audio track 82

- Teacher's guide: Pages 122, 123, 124

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the sentence structures *Whose ____ is this? - It's ____*. to ask and answer questions about possession.<br>**b. Content**<br>- Game: Flower picking game<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures *Whose ____ is this? - It's ____*. to ask and answer questions about possession.<br>**Game: Flower picking game**<br>- Tell pupils that they are going to pick up the flowers, then look at the things and ask and answer questions about possession.<br>- Divide the class into two groups. Two pupils from each group will play the game in turns.<br>- If pupils ask and answer the questions correctly, they will get points for their group.<br>- If they choose a lucky star, they get one point and continue the next turn.<br>- Continue the game until all the flowers are picked.<br>- The group with more points wins the game. Praise the winner<br>**Activity 4. Listen and tick.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand two communicative contexts about the locations of school things and possession.<br>**b. Content**<br>- Activity 4. Listen and tick.<br>**c. Expected outcomes**<br>- Pupils can listen and understand two communicative contexts about the locations of school things and possession.<br>-Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Ask questions to help them identify the locations of 3 crayons.<br>-Play the recording for pupils to do Question **1** by ticking the right picture.<br>-Draw pupils' attention to Pictures **2a**, **2b** and **2c**. | - Listen to the teacher's explanation.<br>- Work in two groups. Two pupils from each group will play the game in turns.<br>- Pupils look at the Pictures **1a**, **1b** and **1c**. Pupils answer the questions to identify the locations of 3 crayons.<br>- Pupils listen to the recording to do Question **1** by ticking the right picture.<br>- Pupils look at Pictures **2a**, **2b** and **2c**. Pupils answer the questions to identify whose set square it is. Pupils listen to the recording to do Question **2** by ticking the right picture.<br>- Pupils swap books with a partner, then check answers as a class. Pupils listen to the recording again to double-check their answers.<br>- Pupils stand up when the information is different. A pupil corrects the information. |

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| Ask questions to help them identify whose set square it is. Play the recording for pupils to do Question **2** by ticking the right picture.<br>-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.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete two gapped exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete two gapped exchanges with the help of picture cues.<br>-Have pupils look at the pictures. Get them to identify the locations of school things and possession in the pictures.<br>-Have pupils look at the two gapped exchanges. Draw their attention to the missing words.<br>-Model with Exchange **1**. Have pupils look at the first gap. Ask them what word is missing (*It's*). Then have them complete the sentence (*It's Phuong Nga's.*). Get them to guess the missing word in the following sentence (*under*).<br>-Follow **Step 3** for Exchange **2**.<br>-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.<br>**Activity 6. Let's play. *"Whose pen is this?"*** (8 minutes)<br>**a. Objectives**<br>- To revise target words about free-time activities by playing *Whose pen is this?*<br>**b. Content**<br>- Activity 6. Let's play.<br>**c. Expected outcomes**<br>- Pupils can revise target words about free-time activities by playing *Whose pen is this?*<br>-Tell pupils that they are going to play Whose pen is this? in groups. Each group is divided into two pairs, Pair A as Group A and Pair B as Group B. Group A holds one of the school things on the table and asks, e.g. Whose pen is this? Group B answers, e.g. It's Mai's.<br>-Two groups take turns to ask and answer about | - Pupils look at the pictures. Pupils identify the locations of school things and possession in the pictures.<br>- Pupils look at the two gapped exchanges. Pupils pay attention to the missing words.<br>- Pupils follow the teacher demonstrating Exchange **1**. Pupils look at the first gap. Pupils answer what word is missing. Then pupils complete the sentence. Pupils guess the missing word in the following sentence.<br>- Pupils follow the teacher's instructions.<br>- Pupils swap books with a partner and check their answers before checking as a class. Pairs of pupils read the completed exchanges aloud.<br>- Pupils listen to the teacher's explanation. |

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| possession. The members of each group have to remember whose school things they are to answer the questions.<br>-The group that gives a correct answer will get one point. The winner is the group that has the most correct answers, that is, they get the most points.<br>-Have pupils work in groups of two pairs. Invite a group to the front of the class to play the game.<br>**WRAP-UP** (7 minutes)<br>**Pass the balls**<br>- Give two different colored balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).<br>- Ask pupils to listen to music and pass the balls.<br>- Stop music suddenly.<br>- Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.<br>e.g. Pupil A: *Whose pen is this?*<br>Pupil B: *It's Linh's.*<br>- Praise pupils if they do the activity well. | - Pupils work in two groups to take turns to ask and answer about possession. The members of each group have to remember whose school things they are to answer the questions.<br>- The group that gives a correct answer will get one point. Pupils praise the winner.<br><br>- Pupils work in groups of two pairs. A group came to the front of the class to play the game.<br>Listen to the teacher |

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**UNIT 8: IN OUR CLASSROOM**

**Lesson 3 - Period 5**

## I. OBJECTIVES

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

**Language knowledge & skills**

- correctly repeat two-syllable words, with the stress on the second syllable, in the words *above* and *beside*, and in the sentences *The picture is above the window.* and *The map is beside the board.* with correct pronunciation and intonation.

- identify the word that has stress different from the other words.

- say the chant with correct rhythm and pronunciation.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 60

- Audio tracks 83, 84, 85

- Teacher's guide: Pages 124, 125

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by asking and answering questions about the locations of school things and possessions.<br>**b. Content**<br>- Game: Ring the bells<br>**c. Expected outcomes**<br>- Pupils can correctly ask and answer questions about the locations of school things and possessions.<br>**Game: Ring the bells**<br>- Tell pupils they are going to look at the picture and choose the correct answer a, b or c.<br>- Divide the class into two groups.<br>- Have one pupil from each group play rock, paper, scissors to find the group which plays the game first.<br>- Have two pupils from two groups look at the picture and choose the correct answer a, b or c to fill in the blank. If he/ she has the answer, he/ she will bring the bell to give the answer.<br>- If he/ she chooses the correct answer, he/ she gets points for his/ her group. The group with more points is the winner.<br>- Have pairs of pupils read the sentences.<br>**Activity 1. Listen and repeat.** (5 minutes) | - Listen to the teacher's explanation.<br><br>-Work in two groups.<br>- Play rock, paper, scissors to find the group which plays the game first.<br><br>- Look at the picture and choose the correct answer a, b or c to fill in the blank.<br><br>- Read the questions and answers aloud.<br>- Pupils pay attention to the word above and the sentence. Pupils listen to the recording and point at the word and the sentence while listening.<br>- Pupils listen to the recording again and repeat the word and the sentence. |

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| **a. Objectives**<br>- To correctly repeat two-syllable words, with the stress on the second syllable, in the words *above* and *beside*, and in the sentences *The picture is above the window.* and *The map is beside the board.* with correct pronunciation and intonation.<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can correctly repeat two-syllable words, with the stress on the second syllable, in the words *above* and *beside*, and in the sentences *The picture is above the window.* and *The map is beside the board.* with correct pronunciation and intonation.<br>-Draw pupils' attention to the word above and the sentence *The picture is above the window.* Play the recording and encourage pupils to point at the word and the sentence while listening.<br>-Play the recording again and encourage pupils to listen and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.<br>-Repeat **Steps 1** and **2** for the word *beside* and the sentence *The map is beside the board.*<br>-Let pupils work in pairs or groups, saying the words and reading the sentences until they feel confident. | - Pupils follow the teacher's instructions.<br><br>- Pupils work in pairs or groups, saying the words and reading the sentences until they feel confident.<br><br>- Pupils listen to the teacher's explanation. |
| **Activity 2. Circle, listen and check.** (10 minutes)<br>**a. Objectives**<br>- To identify the word that has stress different from the other words.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can identify the word that has stress different from the other words.<br>-Tell pupils the goal of the activity. Explain that they have to circle the word that has stress different from the other words.<br>-Play the recording for pupils to listen and check. Play the recording again for them to listen and check if they circle the correct options.<br>-Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers. | - Pupils listen to the recording and check. Pupils listen to the recording again and check if they circle the correct options.<br>- Pupils swap books with a partner, then check the answers as a class.<br>- Pupils listen to the recording again to double-check their answers.<br>- One or two pupils stand up and repeat the correct options. |

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| **Extension (For consolidation):** Invite one or two pupils to stand up and repeat the correct options (odd words).<br>**Activity 3. Let's chant.** (8 minutes)<br>**a. Objectives**<br>- To say the chant with correct rhythm and pronunciation.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with correct rhythm and pronunciation.<br>-Draw pupils' attention to the lyrics of the chant. Check their comprehension.<br>-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 words *above* and *beside*.<br>-Play the recording line by line while pupils listen and repeat. Correct their pronunciation if necessary.<br>-Play the recording all the way through for pupils to chant to. Encourage them to clap along while chanting.<br>**Extension:** Divide the class into two groups to take turns listening and repeating the chant, while the rest of the class claps along.<br>**WRAP-UP** (7 minutes)<br>**Game: Pictionary**<br>- Prepare pictures about the locations of school things and a real bag. Put the pictures in the bag.<br>- Divide the class into two groups.<br>- Ask one pupil from each group to choose a picture from the bag, e.g. *a picture of a crayon beside the pencil case.*<br>- Tell him / her to draw a picture (*a picture of a crayon beside the pencil case)* on the board and encourage their group to guess it and say the sentence, e.g. *The crayon is beside the pencil case*.<br>- The first group to shout the correct answer gets one point. Praise the winner. | - Pupils pay attention to the lyrics of the chant.<br><br>- Pupils listen to the whole chant. Pupils listen carefully to the rhythm and pronunciation. Pupils pay attention to the words *above* and *beside*.<br><br>- Pupils listen to the recording line by line and repeat.<br><br>- Pupils listen to the recording all the way through and chant. Pupils clap along while chanting.<br>- Pupils work in two groups to take turns listening and repeating the chant, while the rest of the class claps along.<br><br>Listen to the teacher |

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# UNIT 8: IN OUR CLASSROOM

## Lesson 3 - Period 6

## I. OBJECTIVES

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

**Language knowledge & skills**

- read and show understanding of the text by answering four questions about three friends' school things.

- complete four sentences about someone's school things by writing the target words in the gaps with the help of picture cues.

- use the target language by drawing their study corners with the locations of school things, and present their group's pictures of study corners to the class.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Show their pride in school things they have and great respect for other people's school things by using appropriate gestures and intonation when asking and answering about school things.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 61

- Teacher's guide: Pages 125, 126, 127

- Flash cards/ pictures and posters (Unit 8)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the chant of Unit 8 on page 60.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct pronunciation, word stress and rhythm. | - Listen to the chant.<br>- Listen to the chant again and chant along. Clap their hands while chanting.<br><br>- Take turns listening to and repeating the chant, while |

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| **Let's chant.** (Track 85)<br>- Play the chant for pupils to listen.<br>- Play the chant again for pupils to listen and chant along. Encourage them to clap their hands while chanting.<br>- Call two or more groups to take turns listening to and repeating the chant, while the rest of the class claps their hands.<br>- Praise pupils if they perform well. | the rest of the class claps their hands. |
| **Activity 4. Read and answer.** (5 minutes)<br>**a. Objectives**<br>- To read and show understanding of the text by answering four questions about three friends' school things.<br>**b. Content**<br>- Activity 4. Read and answer.<br>**c. Expected outcomes**<br>- Pupils can read a text and answer four questions about four friends' school things.<br>-Have pupils read the questions carefully. Tell them to read Question **1** and pay attention to key words such as *Whose set square.* Then they should scan the text for relevant information. | - Pupils read the questions carefully. Pupils read Question **1** and pay attention to key words such as *Whose set square.* Then pupils scan the text for relevant information.<br>- Pupils follow the teacher's instructions. Pupils do the task independently. |
| -Repeat **Step 1** for Questions **2**, **3** and **4**. Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.<br>-Get pupils to swap books with their partners and check the answers before checking as a class. | - Pupils swap books with their partners and check the answers before checking as a class.<br>- Pairs of pupils swap their books with a partner and check their answers before checking as a class. |
| -Invite some pairs to take turns asking and answering the questions. | - Pupils answer the questions. |
| **Extension (For advanced level):** Ask pupils some more questions. For example, *Whose pencils are in front of his pencil sharpener? Whose school bag is under her desk? Where is Hung's story book?* Have them answer these questions. | |
| **Activity 5. Look and write.** (10 minutes)<br>**a. Objectives**<br>- To complete four sentences about someone's school things by writing the target words in the gaps with the help of picture cues.<br>**b. Content**<br>Activity 5. Look and write.<br>**c. Expected outcomes** | - Pupils read four incomplete sentences and fill in the gaps with specific information about someone's school things and their locations.<br>- Pupils do the first gapped |

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| - Pupils can complete four sentences about someone's school things by writing the target words in the gaps with the help of picture cues.<br>-Ask pupils to read four incomplete sentences and fill in the gaps with specific information about someone's school things and their locations.<br><br>-Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the school things. Then have them write answers, e.g. *crayons* in the gap (*I have some new crayons.*)<br>-Give pupils time to complete the sentences independently. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their books with a partner and check their spelling.<br>**Extension:** Invite a few pupils to read their completed texts in front of the class.<br>**Activity 6. Project.** (8 minutes)<br>**a. Objectives**<br>- To use the target language by drawing their study corners with the locations of school things, and present their group's pictures of study corners to the class.<br>**b. Content**<br>- Activity 6. Project.<br>**c. Expected outcomes**<br>- Pupils can use the target language by drawing their study corners with the locations of school things, and present their group's pictures of study corners to the class. Use the suggested checklist for assessment on page 5.<br>-Tell pupils about the goal of the activity. Explain that they have to look at their group's pictures of study corners and tell the class about the locations of school things. Call a representative of each group to present his/her group's pictures of study corners to the class.<br>-Have pupils work in groups of three. Each pupil looks at his/her picture and tells about the locations of their school things.<br>-Invite a few representatives to look at their groups' pictures of study corners and tell the class about them, e.g. *This is Lan's notebook. It's beside the set square.*<br>-Have the rest of the class applaud if pupils perform | sentence together as an example. Pupils read the sentence and elicit the school things. Then pupils write answers.<br><br>- Pupils complete the sentences independently.<br><br>- Pupils swap their books with a partner and check their spelling.<br>- Pupils read their completed texts in front of the class.<br><br>- Pupils listen to the teacher's explanation.<br><br>- Pupils work in groups of three. Each pupil looks at his/her picture and tells about the locations of their school things.<br>- Pupils look at their groups' pictures of study corners and tell the class about them.<br><br>- The rest of the class applaud if pupils perform well. |

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| well.<br>**WRAP-UP** (7 minutes)<br>**Missing flashcard**<br>- Prepare pictures related to the topic "In our classroom". Explain how to play the game.<br>- Divide the class into four groups. Take turns sticking four cards on the board, for example, *a glue stick, a crayon, a notebook, a pencil.*<br>- Ask the first group to look at the cards and name the things illustrated on the cards. Ask the group to close their eyes for 10 seconds, then take out a card of the set, e.g. *a pencil*. Then let pupils open their eyes and say out the word for that card. Each group plays two or three sets.<br>- Stick sets of flashcards/pictures on the board and do the same with other groups. Give one point for each correct answer.<br>- Count the points for each group and announce the winner. | Listen to the teacher |

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## UNIT 9: OUR OUTDOOR ACTIVITIES

### Lesson 1 - Period 1

## I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering about where someone was in the past.

- correctly say the words *theatre, aquarium, campsite, funfair* and use *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.

- use *Were you at the theatre yesterday? - Yes, we were. / No, we weren't* in a freer context.

- use the words *theatre, aquarium, campsite, funfair* in relation to the topic "Our outdoor activities".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about where someone was in the past correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 62

- Audio tracks 86, 87

- Teacher's guide: Pages 44, 45, 46

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the phrases about places.<br>**b. Content**<br>- Game: Matching game<br>**c. Expected outcomes**<br>- Pupils can remember and say the phrases about places correctly.<br>**Game: Matching game**<br>Tell the class they are going to match the phrases with the correct pictures.<br>- Stick the pictures and the phrases on the board. Have pupils read the phrases once or twice.<br>- Model the Picture 1. Have one pupil choose a phrase suitable with Picture 1.<br>- If the pupils give the correct answers, they will get stickers.<br>- Continue the game until all the pictures and phrases are matched.<br>- Lead in the new lesson.<br>**Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering about where someone was in the past.<br>**b. Content** | - Listen to the teacher's instructions.<br>- Look at the pictures on the board. Read the phrases once or twice.<br>- Follow the teacher demonstrating the example.<br>- Continue the game<br>Pupils look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures.<br>- Pupils look at Picture **a** and **b** and guess what the |

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| - Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering about where someone was.<br>-Have pupils look at Pictures a and b and identify the characters. Let them answer the questions *Where was Mai?* and *Where were Mai's family?*<br>-Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**.<br>-Invite a few pairs to listen and repeat the sentences in the recording. Correct their pronunciation where necessary.<br>-Draw their attention to the question *Were all your family at home?* and the answer *Yes, we were.* Tell pupils that the question and answer are about where someone was in the past.<br>**- Extension:** Invite a few pupils to the board and write the words they have learnt related to the topic (e.g. museum, supermarket, backery, zoo, park, …). Praise the pupil who can write more words in a short time. | characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.<br>- Pupils listen to the recording to point at the characters while listening.<br>- Pupils listen to the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat.<br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br><br>- Pairs of pupils act out the conversations in front of the class. |
| **Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly say the words *theatre, aquarium, campsite, funfair* and use *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the words *theatre, aquarium, campsite, funfair* and use *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>-Have pupils look at the pictures and elicit the words. Have the class repeat the words a few times.<br>-Have pupils point at Picture **a**, listen to the recording and repeat the words *theatre* and *yes*. Repeat the same procedure with the other three pictures.<br>-Point at the first speech bubble and have pupils | - Pupils look at the pictures, say what they can see in the pictures and identify the countries.<br><br>- Pupils listen to the first part of the recording and repeat the words under the pictures in chorus and individually until they feel confident.<br><br>- Pupils point at Picture a. Pupils listen to the next part of the recording a few times and repeat the sentences in both bubbles. |

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| listen and repeat the question *Were you at the theatre yesterday?* Then have them point at the second speech bubble, listen to the recording and repeat the answer *Yes, we were*. until they feel confident. Explain that they are a question and an answer about where someone was yesterday. Repeat the same procedure with Pictures **b**, **c** and **d**. Explain that the answers in Pictures **c** and **d** are show someone was not in the place yesterday.<br>-Have pupils work in pairs and practise asking and answering the question *Were you at the theatre yesterday? - Yes, we were. / No, we weren't.* Go around and offer help if necessary. Draw pupils' attention to the uses of were after we in positive answers and weren't in the negative answers.<br>-Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers. | - Pupils follow the teacher's instructions. Pupils practise asking and answering questions in pairs.<br>- Pairs of pupils point at the pictures and ask and answer questions about someone's nationality. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To use *Were you at the theatre yesterday? - Yes, we were. / No, we weren't* in a freer context. | Pupils look at the picture and identify the context. |
| **b. Content**<br>- Activity 3. Let's talk. | - Pupils follow the teacher demonstrating the example. Pupils say the completed sentences. Pupils follow the teacher's instructions with other pictures. |
| **c. Expected outcomes**<br>- Pupils can use *Were you at the theatre yesterday? - Yes, we were. / No, we weren't* in a freer context.<br>-Draw pupils' attention to the pictures and say the words they have learnt. Ask questions to help them identify the contexts (see Input).<br>-Have pupils look at the first bubble. 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 (Yes, we were. / No, we weren't.) and write it on the board. Get pupils to say the answer several times in chorus.<br>-Set a time limit for pupils to work in pairs, point at the pictures, ask and answer Were you at the _____ yesterday? - Yes, we were. / No, we weren't. Go around the classroom to observe and offer help where necessary.<br>-Invite a few pairs to point at the pictures, ask and answer questions in front of the class. Praise them if they perform well.<br>-For a more able class, have pupils ask and answer questions about where they were yesterday, using the structures learnt. | - Pupils work in pairs to ask and answer questions about the nationality of each character in the picture.<br>- Pairs of pupils come to the front of the classroom to ask and answer questions about someone's nationality. |

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| **- Extension:** Put pupils into pairs and have them take turns asking and answering with the target structure of the activity in a freer context.<br>**WRAP-UP** (7 minutes)<br>**Game: Missing flashcard**<br>- Divide the class into two groups.<br>- Place four flashcards (*theatre, aquarium, campsite, funfair*) on the board.<br>- Have pupils play the game in turns. Have pupils close their eyes. Teacher removes one picture.<br>- The group with more points wins the game. Praise the winner. | Listen to the teacher |

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## UNIT 9: OUR OUTDOOR ACTIVITIES

### Lesson 1 - Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

- complete four gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game *Memory game*.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in outdoor activities.

- Show their knowledge of doing outdoor activities safely.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 23

- Audio tracks 27, 28

- Teacher's guide: Pages 47, 48

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the sentence structures *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>**b. Content**<br>- Game: Secret boxes<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>**Game: Secret boxes**<br>- Ask pupils if they remember the previous sentence structures to ask and answer questions about where someone was in the past.<br>- Write the question and answers on the board.<br>- Divide the class into two groups. Have a pupil from each group play *one, two, three* to find the group going first.<br>- Have two pupils from each group choose a box, then look at the picture given and ask and answer the question about where someone was in the past.<br>- Ask the class to check their friends' pronunciation. If they ask and answer the questions correctly, they will get points from the boxes for their groups.<br>- Continue the game until all the words are said.<br>- The group with more points wins the game. Praise the winner.<br>**Activity 4. Listen and tick or cross.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.<br>**b. Content**<br>- Activity 4. Listen and tick or cross.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand four | Give the sentence structures about where someone was in the past.<br>- Look at the question and answers on the board.<br>- Work in two groups. Play *one, two, three* to find the group going first.<br>- Choose a box, then look at the picture given and ask and answer the question about where someone was in the past.<br>- Check their friends' pronunciation.<br>- Continue playing the game.<br>- Praise the winner.<br>- Pupils look at the pictures and ask them to identify the characters and the places. |

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| communicative contexts in which speakers ask and answer questions about where they were, and they can tick or cross the pictures.<br>-Draw pupils' attention to the pictures and ask them to identify the characters and the places. For example, the boys in **Picture 1** are at the funfair. The children in **Picture 2** are at the cinema. The boys in **Picture 3** are at the sports centre. The boy and his father in Picture 4 are at the aquarium.<br>-Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.<br>-Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.<br>**- Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus and individually. Correct their pronunciation where necessary.<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To circle correct words in four exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can circle correct options in the sentences and exchanges with the help of picture cues.<br>-Do Exchange 1 together as an example. Have pupils read the exchange. Draw their attention to the gaps in the question (e.g. the place Linh was last weekend). Let them look at the picture and identify the place (*funfair*). Then have pupils look at the answer and identify that the answer should be we were after Yes/No question with *Yes*. Let pupils have time to complete the gaps with *funfair* and *we were*.<br>-Give pupils time to do the rest of the task independently. Go around the classroom to offer help where necessary.<br>-Get pupils to swap books with a partner and check their answers before checking as a class.<br>-Invite a few pairs to act out the complete exchanges in front of the class. Correct their pronunciation where necessary.<br>**Activity 6. Let's play.** (8 minutes)<br>**a. Objectives** | - Pupils listen to the recording all the way through. Then pupils listen and tick or cross the pictures.<br>- Pupils swap books with a partner to check their answers before checking as a class.<br>- Pupils listen to the recording, sentence by sentence and repeat in chorus and individually.<br>- Pupils follow the teacher demonstrating the example.<br>- Pupils do the rest of the task independently.<br>- Pupils swap books with a partner and check their answers before checking as a class.<br>- A few pairs to act out the complete exchanges in front of the class. |

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| - To revise the target vocabulary items and structures through the game *Memory game*.<br>**b. Content**<br>- Activity 6. Let's play.<br>**c. Expected outcomes**<br>- Pupils can play the game *Memory game* to revise the target vocabulary and structure items learnt in Lessons 1.<br>-Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lesson 1. Explain how the game is played (in *input*). Check comprehension.<br>-Invite two groups (three pupils each) to the front of the class. Have them listen to the topic (*At the campsite*). The first member of the first group (a girl) tells the place where she and her friends were yesterday (e.g. *We were at the campsite yesterday.*) The second member (a boy) listens to the girl, repeats the information about the place where she and her friends were yesterday (e.g. *They were at the campsite yesterday.*) The third member (a girl) repeats the boy's information and adds in the place she and her friends were yesterday (e.g. *They were at the campsite yesterday. We were at the campsite, too*). Check comprehension.<br>-Divide the class in groups of three. Set time for pupils to play the game. The group members discuss and decide the order of the speakers in the group. The game ends when all group members have done their roles. The group that says the most sentences in the shortest time will win the game.<br>**WRAP-UP** (7 minutes)<br>**Game: Three guesses**<br>- Divide the class into two groups.<br>- Have a pupil from Group A stand in front of the class facing away from the board.<br>- Stick a flashcard (e.g. *campsite*) on the board.<br>- Call another pupil to ask a question to find out the place.<br>- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.<br>- Have pupils from each group take turns playing the game.<br>- The pupil getting a correct answer will get points for their group.<br>- The group with more points wins the game. Praise | - Pupils listen to the teacher's explanation.<br><br>- Two groups come to the front of the class. Pupils listen to the topic. Pupils follow the teacher's instructions.<br><br>- Pupils work in groups of three. Pupils play the game. Praise the winner.<br><br>Listen to the teacher |

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| the winner. | |

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**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 3**

## I. OBJECTIVES

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

**Language knowledge & skills**

understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

- correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We* ____. to ask and answer questions about activities someone did in the past.

- use *What did you do yesterday? - We* ____. in a freer context.

- use the phrases *listen to music, watch the fish, dance around the campfire, play chess* in relation to the topic "Our outdoor activities".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did in the past correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free time activities.

- Be friendly when doing activities with their friends.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 64

- Audio tracks 89, 90

- Teacher's guide: Pages 49, 50, 51

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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**Activity 3. Let's talk.**

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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the words and sentence structures *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>**b. Content**<br>- Game: Memory Game<br>**c. Expected outcomes**<br>- Pupils can correctly say the words and sentence structures *Were you at the ___ yesterday? - Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.<br>**Game: *"Memory Game"***<br>- Tell pupils they are going to ask and answer questions about where someone was in the past.<br>- Ask pupils to write many words about places on the board.<br>- In turns, invite two pupils to ask and answer the question about where someone was in the past. Have them use the places on the board.<br>- Give stickers if they ask and answer correctly and fluently.<br>- Continue the game until all the words on the board are said. | - Listen to the teacher's explanation.<br><br>- Write many words about places on the board.<br>- Ask and answer the question about where someone was in the past. Use the places on the board.<br><br>- Continue playing the game. |
| **Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about activities someone did in the past.<br>-Ask pupils to look at Pictures **a** and **b** and identify the characters. Let the class answer the question *Where were Mai and Minh last Saturday?* Check comprehension.<br>-Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen and familiarise themselves with the characters' voice. | - Pupils look at Pictures **a** and **b**, identify the characters and predict what Lily's nationality is.<br>- Pupils listen to the recording and check the prediction.<br>- Pupils listen to the recording again, point at the characters while listening.<br>- Pupils listen to the recording again, sentence by sentence, point to the sentences and repeat.<br><br>- Pupils listen to the teacher's explanation. |

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| Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Draw pupils' attention to the use of *were* after *We*.<br>-Repeat the same procedure for Picture **b**. Draw pupils' attention to the question *What did you do there?* and the answer *We played badminton.* Explain that they are used to talk about the activity Minh and Mai did in the past (on Saturday).<br>-Invite a few pairs to the front of the classroom to listen and repeat both dialogues. Correct their pronunciation where necessary. | |
| **Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We* ____. to ask and answer questions about activities someone did in the past.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the phrases and use *What did you do yesterday? - We* ____. to ask and answer questions about activities someone did in the past. | - Pupils look at Pictures **a**, **b**, **c**, and **d** and describe what they can see in each picture.<br>- Pupils listen to the recording and repeat the phrases in chorus and individually. |
| -Ask pupils to look at Picture **a**. Draw their attention to two girls listening to music at the theatre. Play the first part of the recording for pupils to listen and repeat the phrase (*listen to music*) under the picture, in chorus and individually, until they feel confident.<br>-Have pupils look at the speech bubbles and elicit the missing words in the answer (*listened to music*). Play the second part of the recording for pupils to listen to and repeat the question (*What did you do yesterday?*) and the answer (*We listened to music.*) until they feel confident. Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen*. Check comprehension.<br>-Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.<br>-Invite a few pairs to point at the pictures and act out the exchanges at the front of the class. Praise good performance. Extension: Put pupils into groups and have each group make two sentences, using the past tense of the verbs in the activity (e.g. *We listened to the radio yesterday. We watched a film on TV* | - Pupils listen to the recording and repeat the sentences in both bubbles a few times. Pupils follow the teacher's instructions.<br>- Pupils point at the pictures and say the sentences in pairs.<br>- Pairs of pupils act out the exchanges in front of the class.<br>- Pupils brainstorm some adjectives to describe someone's appearance that they have learnt to contrast with the adjectives to describe someone's |

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| *yesterday. They danced at the party last weekend. Yesterday afternoon, We played football after school.*). Set a time limit of one minute. The group with two correct sentences is the winner.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To use *What did you do yesterday? - We* ____. in a freer context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can use *What did you do yesterday? - We* ____. in a freer context.<br>-Ask pupils to look at the pictures and identify the characters. Let pupils answer the questions such as *Who can you see? Where are they? What are they doing?* Remind them that *What did they do yesterday? and* - ___. are used to ask and answer questions about activities someone did in the past.<br>-Ask them to repeat the question in chorus. Then point at the answer bubble and give an example answer for pupils to repeat in chorus, e.g. We danced around the campfire. Let pupils listen and repeat the question and the answer a few times, individually and in chorus.<br>-Give pupils time to work in pairs and take turns asking and answering questions about what the characters in the pictures did. Remind them to use the verbs in the past tense.<br>-Invite a few pairs to the front of the class and point at the pictures and act out the exchanges.<br>**WRAP-UP** (7 minutes)<br>**Game: Pass the ball**<br>- Tell pupils how the game is played. Give an example.<br>- Give two different colored balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).<br>- Ask pupils to listen to music and pass the balls.<br>- Stop music suddenly.<br>- Have the pupil with a red ball fill in the question. Have the pupil with a yellow ball fill in the answer.<br>e.g. Pupil A: What <u>did</u> you do yesterday?<br>Pupil B: I <u>played football</u>.<br>- Praise pupils if they do the activity well. | personality.<br><br>- Pupils look at the picture and elicit the personality of each character in the picture.<br><br>- Pupils work in pairs and take turns pointing and asking and answering questions about the personality of each character in the picture.<br><br>- Pairs of pupils come to the front of the classroom and act out the exchanges<br><br>Listen to the teacher |

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**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 4**

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand a text / passage in which the character talks about activities she and her friends did at the campsite and tick the correct options.

- complete two gapped exchanges with the help of picture cues.

- review the target vocabulary related to the topic My foreign friends by playing *The longest sentence*.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free time activities.

- Be friendly when doing activities with their friends.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 25

- Audio track 31

- Teacher's guide: Pages 51, 52

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the sentence structures *What did you do* | Listen to the teacher's explanation. |

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| *yesterday? - We* ____. to ask and answer questions about activities someone did in the past.<br>**b. Content**<br>- Game: Hot Seat<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structures *What did you do yesterday? - We* ____. to ask and answer questions about activities someone did in the past.<br>**Game: *"Hot seat"***<br>- Tell pupils that they are going to listen to music and answer the question.<br>- Divide the class into five groups.<br>- Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.<br>- Write a word on the board. One of the group members of the pupil in the Hot Seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.<br>- Continue until each group member has described a word to the pupil in the Hot Seat.<br>**Activity 4. Listen and circle.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand four communicative contexts in which speakers ask and answer questions about someone's personality and number the pictures.<br>**b. Content**<br>- Activity 4. Listen and circle.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand four communicative contexts in which speakers ask and answer questions about someone's personality and number the pictures.<br>-Ask pupils to read the questions and the answers. Draw their attention to the gaps in the answers and the options given. Have them work in pairs to guess the correct options that can be put in the gaps. Check comprehension. -Play the recording all the way through so that pupils can become familiar with the character's voice. Then play the recording for them to listen to and circle the correct options.<br>-Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop at the sentence for the | - Work in five groups.<br>- Sit in the Hot Seat, facing the classroom with the board behind him/her.<br>- Follow the teacher.<br>- Continue playing the game.<br>- Pupils look at the pictures and give the personalities of the people in the pictures. Pupils predict which picture is number 1.<br>- Pupils listen to the recording of the first dialogue and check the prediction. Then listen to the recording again and check.<br>- Pupils listen to the |

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| class to double-check their answers. Correct the answers if needed.<br>- **Extension:** If time allows, have pupils retell the texts with the help of the answers they have done (e.g. We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar.)<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete two gapped exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete two gapped exchanges with the help of picture cues.<br>-Do the first gapped exchange together as an example. Have pupils read the first question and guess the missing word in the answer (the place Ben was). Draw pupils' attention to the picture and fill in the gap (e.g. *sports centre*). Then have pupils read the second question and guess the missing words in the answer (the activity Ben did). Draw pupils' attention to the picture and fill in the gap (e.g. *played football*). Give pupils time to read the exchange, look at the picture and fill in the gaps.<br>-Give pupils a time limit to do the second exchange. Go around the classroom and give help where necessary. Draw their attention to the use of we in the answers.<br>-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.<br>**Extension:** Ask pupils to use other words to fill in the gaps in the two exchanges. Then invite one pair of pupils to act out the completed exchanges in front of the class.<br>**Activity 6. Let's sing.** (8 minutes)<br>**a. Objectives**<br>- To review the target vocabulary related to the topic My foreign friends by playing *The longest sentence*.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>- Pupils can play the game *The longest sentence* to revise the target vocabulary and structure items | recordings of dialogues **2**, **3** and **4**, and number the pictures.<br>- Pupils swap their books with a partner and check their answers before checking as a class.<br><br>- Pupils follow the teacher demonstrating the example.<br><br>- Pupils complete the gapped exchange 2 independently.<br><br>- Pupils swap books with a |

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| learnt in Lessons 1 and 2.<br>-Draw pupils' attention to the title and lyrics of the song. Remind them the questions and answers are used to talk about the places the children were and the activities they did in the past (yesterday). Remind them the similarity of the questions but the differences in the answers in two verses of the lyrics. Encourage them to point at the pictures to reinforce their understanding. Check comprehension.<br>-Play the recording all the way through for pupils to listen carefully to the pronunciation and melody. Then play the recording line by line for them to listen and repeat. Correct their pronunciation where necessary.<br>-Play the recording all the way through and have pupils sing and clap along.<br>-Put pupils into two groups. One group sings the questions and the other group sings the answers.<br>**- Extension:** Invite a few groups to the front of the class to sing. Encourage them to use other words to replace the place in the second line (e.g. I was on the beach) and the activity in the fourth and fifth lines (e.g. I played football, I played football on the beach).<br>**WRAP-UP** (7 minutes)<br>**Game: Matching game**<br>- Tell the class they are going to match the phrases with the correct pictures.<br>- Stick the pictures and the phrases on the board. Have pupils read the phrases once or twice.<br>- Model the Picture 1 (*zoo*). Have one pupil choose a phrase, e.g. *at the zoo* suitable with Picture 1.<br>- If the pupils give the correct answers, they will get stickers.<br>- Continue the game until all the pictures and phrases are matched. | partner and check their answers before checking as a class. One pupil writes the answers on the board.<br>- Pupils look at some true and false sentences about the conversations and call out True or False.<br>- Pupils work in groups. Each group holds a piece of paper.<br>- Pupils look at the word on the board and write a sentence using the word within one minute. Pupils remember to make the sentence as long as possible.<br>- Pupils say the sentences aloud.<br>- Pupils continue playing the game.<br>Listen to the teacher |

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## UNIT 9: OUR OUTDOOR ACTIVITIES

## Lesson 3 - Period 5

### I. OBJECTIVES

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

**Language knowledge & skills**

- correctly repeat the first stress in the three syllable words *'cinema* and *'bakery*, and in the

sentences *I was at the 'cinema yesterday.* and *We were at the 'bakery yesterday.*

- identify the first stress in the three syllable words and check while listening.

- say the chant with the correct word stress, rhythm, and pronunciation.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free time activities.

- Be friendly when doing activities with their friends.

### II. RESOURCES AND MATERIALS:

- Pupil's book: Page 66

- Audio tracks 93, 94, 95

- Teacher's guide: Pages 138, 139

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

### III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by having pupils sing the song *"What did you do?"*.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can correctly sing the song *"What did you do?"* with correct pronunciation, rhythm and | - Listen to the teacher's instructions.<br>- Listen and sing the song in chorus.<br>- Sing the song in chorus and clap hands to reinforce the activity. |

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| melody.<br>- Spend a few minutes revising the previous lesson by having pupils sing the song on page 65.<br>- Play the song for pupils to listen and sing in the chorus.<br>- Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.<br>- Invite one pupil or a group to perform the song in front of the class. | - Perform the song in front of the class. |
| **Activity 1. Listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To correctly repeat the first stress in the three syllable words *'cinema* and *'bakery*, and in the sentences *I was at the 'cinema yesterday.* and *We were at the 'bakery yesterday.*<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can repeat the words *cinema* and *bakery* and the sentences *I was at the 'cinema yesterday.* and *We were at the 'bakery yesterday.* | - Pupils point to the word and sentence. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.<br>- Pupils listen and repeat the stressed word and the sentence in front of the class. |
| -Have pupils point at the word '*cinema* and the sentence *I was at the 'cinema yesterday.* Draw attention to the stress on the first syllable of the word *'cinema.* Play the recording of the word and sentence for pupils to listen to and repeat in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary.<br>-Invite a few pupils to listen and repeat the word and the sentence in front of the class. Praise them when do the task well.<br>-Repeat **Steps 1** and **2** for the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.<br>-Give pupils a time limit to practise saying the words and reading the sentences in pairs or groups. | - Pupils follow the teacher's instructions.<br>- Pupils practise saying the words and reading the sentences in pairs or groups. |
| **Activity 2. Circle, listen and check.** (10 minutes)<br>**a. Objectives**<br>- To identify the first stress in the three syllable words and check while listening.<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can identify the first stress on the three syllable words. | - Pupils listen to the teacher's explanation. |

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| -Tell pupils the goal of the activity. Explain that they have to odd out the words with the first stress among the three syllable words. Then they listen to the recording and check the correct options. Check comprehension.<br>-Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress on the first syllable. Then get pupils to swap books with a partner to check their answers.<br><br>-Play the recording and have pupils listen and check the options. Correct the answers where necessary.<br>-Invite a few pupils to read aloud the words in front of the class. Correct the stress in the words where necessary.<br>**Activity 3. Let's chant.** (8 minutes)<br>**a. Objectives**<br>- To say the chant with the correct word stress, rhythm, and pronunciation.<br>**b. Content**<br>- Activity 3. Let's chant.<br>**c. Expected outcomes**<br>- Pupils can say the chant with the correct word stress, rhythm, and pronunciation.<br>-Have pupils read the first verse of the chant and draw their attention to the first stress on the words *yesterday, cinema* and *interesting*. Check comprehension.<br>-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 stress of the words, the rhythm and pronunciation. Encourage them to clap while chanting.<br>-Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the first stress on the words *yesterday* and *bakery*. Check comprehension.<br>-Play the recording all the way through for pupils to chant and clap.<br>**WRAP-UP** (7 minutes)<br>**Game: Stand up - Sit down**<br>- Tell pupils how to play the game.<br>- Have five pupils in each group take turns playing the game.<br>- Have them listen to the words and stand up or sit | - Pupils do the task individually. Pupils read the words and odd out the ones that have the stress on the first syllable. Then pupils swap books with a partner to check their answers.<br>- Pupils listen to the recording and check the options.<br><br>- Pupils read aloud the words in front of the class.<br><br>- Pupils read the first verse of the chant and pay attention to the stress of the words *yesterday, cinema* and *interesting*<br>- Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap while chanting.<br><br>- Pupils follow the teacher's instructions.<br><br>- Pupils listen to the |

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| down. If they hear the word with the first syllable, they will stand up. If they hear the word with the second syllable, they will sit down.<br>- Repeat the game until all the words are said. | recording all the way through to chant and clap their hands.<br><br>Listen to the teacher |

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## UNIT 9: OUR OUTDOOR ACTIVITIES

### Lesson 3 - Period 6

## I. OBJECTIVES

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

**Language knowledge & skills**

- read a text and show understanding by completing the gaps in the mind map.

- write a short text about outdoor activities with the help of the picture cues and a guided

opening sentence.

- make surveys about outdoor activities (at home) and present them to the class, using the

target language.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free time activities.

- Be friendly when doing activities with their friends.

## II. RESOURCES AND MATERIALS:

- Pupil’s book: Page 67

- Teacher’s guide: Pages 139, 140, 141

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous lesson by saying the chant.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can correctly say the chant with correct pronunciation, rhythm and melody.<br>**Let's chant. (Track 95)**<br>**a. Objectives**<br>- To revise the previous lesson by saying the chant.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can correctly say the chant with correct pronunciation, rhythm and melody.<br>- Introduce the activity.<br>- Play the chant for pupils to listen.<br>- Play the chant for pupils to listen and say the chant in chorus.<br>- Invite a few groups to the front of the class to say the chant. The class may say the chant along and clap to reinforce the activity.<br>- Praise the pupils if they sing well. | - Listen to the teacher's explanation.<br>- Listen to the song.<br>- Listen and say the chant in chorus.<br>- Say the chant in groups. The class may say the chant along and clap to reinforce the activity. |
| **Activity 4. Read and complete.** (5 minutes)<br>**a. Objectives**<br>- To read a text and show understanding by cmleting the gaps in the mind map.<br>**b. Content**<br>- Activity 4. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can read and show understanding of the text by completing the gaps in the mind map.<br>-Tell pupils the goal of the activity and explain that they should read the text and find the correct information to complete the gaps in the mind map. Draw their attention the first gap done as an example *(e.g. We: jogged around the lake)*. Check comprehension.<br>-Have pupils look at the mind map and identify the name of the characters. Then let them read the text | - Pupils listen to the teacher's explanation.<br>- Pupils look at the mind map and identify the name of the characters. Pupils read the text and find appropriate the activities that they did and fill in the gap.<br>- Pupils do the task independently. Pupils use one activity for each gap. |

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| and find appropriate the activities that they did and fill in the gap.<br>-Set a time limit for pupils to do the task independently. Remind pupils to use one activity for each gap. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**Activity 5. Let's write.** (10 minutes)<br>**a. Objectives**<br>- To write a short text about outdoor activities with the help of the picture cues and a guided opening sentence.<br>**b. Content**<br>Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can write a short text about their outdoor activities with the help of the suggested questions and a guided opening sentence.<br>-Tell the class the goal of the activity and explain that they should write a short text with the help of the picture cues and the first gapped sentence. Tell pupils that they should write about 30 words. Check comprehension.<br>-Do the first gapped sentence together as an example. Have pupils read the sentence and elicit the gap in the sentence. Then have them look at the picture and identify the place they went to (campsite) and write the word in the gap (e.g. *Last summer, we were at the campsite.*).<br>-Give pupils time to look at the pictures and write the text independently. Go around and offer help if necessary.<br>-Get pupils to swap their books with a partner and check their texts before checking as a class.<br>-Invite one or two pupils to read their completed texts in front of the class.<br>**Activity 6. Project.** (8 minutes)<br>**a. Objectives**<br>- To make surveys about outdoor activities (at home) and present them to the class, using the target language.<br>**b. Content**<br>- Activity 6. Project.<br>**c. Expected outcomes** | - Pupils swap their books with a partner and check their answers before checking as a class.<br>- One or two pupils point at the completed mind map and tell the class about the activities the children did.<br><br>- Pupils listen to the teacher's explanation.<br><br>- Pupils do the first gapped sentence together as an example. Pupils read the sentence and elicit the gap in the sentence. Then pupils look at the picture, identify |

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| - Pupils can make surveys about their outdoor activities and present them to the class, using the target language.<br>-Explain that they should ask one or two friends, using the suggested questions and answers shown in the survey (as homework). Then they use the survey to tell the class about their classmates' outdoor activities.<br>-Have pupils work in groups of five. Each pupil shows his / her survey and tells the group about it, e.g. *Hi. Last summer, Linh and I were at the campsite. In the morning, we walked around the lake. In the afternoon, we sang danced around the campfire. We had a lot of fun at the campsite.* Go around the classroom and offer help if necessary.<br>-Invite a few pupils to show their surveys and tell the class about them. Praise good performances<br>**WRAP-UP** (7 minutes)<br>**Game: Mind map**<br>- Introduce the activity.<br>- Show a mind map.<br>- Put pupils in four groups. Give each group a mind map. Ask pupils in each group to complete the min map.<br>- Then have one pupil from each group to the front of the class to present their task.<br>- Praise pupils to encourage their performance. | the place they went to and write the word in the gap.<br><br>- Pupils look at the pictures and write the text independently.<br>- Pupils swap their books with a partner and check their answers before checking as a class.<br>- One or two pupils read their completed texts in front of the class.<br><br>Pupils listen to the teacher's explanation.<br>- Pupils work in groups of five. Each pupil shows his / her survey and tells the group about it.<br><br>- A few pupils show their surveys and tell the class about them.<br><br>Listen to the teacher |

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## UNIT 10: OUR SCHOOL TRIP

### Lesson 1 - Period 1

## I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school trip.

- correctly say the words *Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Suoi Tien Theme Park and use Did they go to ____? - Yes, they did / No, they didn't.* to ask and answer questions about school trips in the past.

- correctly use *Did they go to ____? - Yes, they did. / No, they didn't.* to ask and answer questions in freer contexts.

- use the words *hill, lake, park, pagoda* in relation to the topic "Our school trip".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about school trips in the past correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 68

- Audio tracks 96, 97

- Teacher's guide: Pages 142, 143, 144, 145

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the chant of Unit 9 on page 66.<br>**b. Content**<br>- Let's chant.<br>**c. Expected outcomes**<br>- Pupils can correctly say the chant with the correct pronunciation, word stress and rhythm<br>**Let's chant. (Track 95)** - Play the chant for pupils to listen.<br>- Play the chant again for pupils to listen and chant | - Listen to the chant.<br>- Listen to the chant again and chant along. Clap their hands while chanting.<br>- Take turns listening to and repeating the chant, while the rest of the class claps their hands. |

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| along. Encourage them to clap their hands while chanting.<br>- Call two or more groups to take turns listening to and repeating the chant, while the rest of the class claps their hands.<br>- Praise pupils if they perform well.<br>**Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school trip.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c.Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school trip.<br>-Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who are they? Where are they? What are they talking about?*<br>-Draw pupils' attention to the question *Did Nam and Mai go with you?* and the answer *Yes, they did.* Explain that they are used to ask and answer questions about a school trip.<br>-Play the recording and encourage pupils to point at each character when they are talking.<br><br>-Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.<br>-Invite a few pairs of pupils to act out the conversations in front of the class.<br>**Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly say the words *Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Suoi Tien Theme Park and use Did they go to ____? - Yes, they did / No, they didn't.* to ask and answer questions about school trips in the past.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the names of the places and use *Did they go to ____? - Yes, they did. / No, they didn't.* to ask and answer questions about school trips. | - Pupils look at Pictures **a** and **b** and identify the characters. Pupils answer the questions.<br><br>- Pupils pay attention to the question and the answer. Pupils listen to the teacher's explanation.<br><br>- Pupils listen to the recording and point at each character when they are talking.<br>- Pupils listen to the recording again. Pupils point and repeat sentence by sentence.<br>Pairs of pupils act out the conversations in front of the class. |

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| -Ask pupils to look at the pictures and identify the characters and places. Explain the use of the pronoun they in the question *Did they go to the _____?* and the answers *Yes, they did.* and *No, they didn't.*<br>-Play the first part of the recording for pupils to listen and repeat the names of the places under the pictures and the words *yes* and *no*, in chorus and individually, until they feel confident.<br>-Have pupils point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words *(Did they go to Ba Na Hills? - Yes, they did.)* Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.<br>-Repeat **Step 3** with Pictures **b**, **c**, and **d**. Let pupils practise asking and answering questions in pairs. Invite a few pairs to point at the pictures and ask and answer questions about the school trips. Go around the classroom to offer help if necessary.<br>**Extension:** Ask pupils to use other words to replace the names in the question and practice asking and answering questions in pairs *(e.g. Did they go to Sam Son Beach? - Yes, they did. / No, they didn't.* Correct their pronunciation and intonation where necessary. | - Pupils look at the pictures and identify the characters and places. Pupils listen to the teacher's explanation.<br>- Pupils listen to the first part of the recording and repeat the names of the places under the pictures and the words *yes* and *no*, in chorus and individually, until they feel confident.<br>- Pupils point at Picture **a**. Pupils pay attention to the speech bubbles. Pupils repeat the sentences in both bubbles a few times. |
| **Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To correctly use *Did they go to ____? - Yes, they did. / No, they didn't.* to ask and answer questions in freer contexts.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can correctly use *Did they go to ____? - Yes, they did. / No, they didn't.* in freer contexts.<br>-Draw pupils' attention to the pictures. Ask questions to help them identify the context (see *Input*).<br>-Do the first picture together as an example. Elicit the missing words in the first speech bubble (e.g. *Hoan Kiem Lake*) and the second speech bubble (e.g. *Yes, they did*). Then write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with other pictures.<br>-Put pupils into pairs to practise the exchanges. Go around and offer support where necessary. | - Pupils practise asking and answering the question in pairs. Pupils point at the pictures and ask and answer questions about the school trips.<br>- Pupils use other words to replace the names in the question and practice asking and answering questions in pairs. |

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| -Invite a few pairs to point at the pictures and ask and answer questions about their school trips.<br>**Extension:** Put pupils into pairs to practise asking and answering questions about other pupils' school trips. Praise good performances.<br>**WRAP-UP** (7 minutes)<br>**Game: Musical pictures**<br>- Stick the pictures about famous places on the board. Ask pupils to say the words related to the pictures.<br>- Hand out the pictures to different pupils around the class.<br>- Play the song *What did you do?* (Unit 9). Ask pupils to pass the pictures to the pupils next to them while the music is playing.<br>- Stop the music suddenly. Ask the pupil who is holding the picture to ask the question, e.g. *Did you go to the Opera House last weekend?* and invite another one to answer the question, e.g. *Yes, I did. / No I didn't.*<br>- Play the music again and repeat the activity.<br>- Ask pupils to check their friends' pronunciation. | - Pupils look at the pictures and identify the context.<br>- Pupils follow the teacher demonstrating the example.<br>- Pupils work in pairs to practise exchanges.<br>- Pupils point at the pictures and ask and answer questions about their school trips.<br>- Pairs of pupils practise asking and answering questions about other pupils' school trips<br>Listen to the teacher |

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## UNIT 10: OUR SCHOOL TRIP

### Lesson 1 - Period 2

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand four communicative contexts in which speakers ask and answer

questions about their school trips and tick or cross the correct pictures.

- circle correct words or groups of words in four exchanges with the help of picture cues.

- listen to and complete the song *Did you go to Suoi Tien Theme Park?* and sing with correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 69

- Audio tracks 98, 99

- Teacher's guide: Pages 145, 146, 147

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the phrases about some famous places in Viet Nam.<br>**b. Content**<br>- Game: Matching the phrases with the correct pictures<br>**c. Expected outcomes**<br>- Pupils can correctly remember the phrases about some famous places in Viet Nam.<br>**Game: Matching the phrases with the correct pictures**<br>- Tell pupils that they are going to look at the phrases and pictures, then match the words with the correct pictures<br>- Model Picture 1. Have one pupil stand up and give the answer, e.g *Picture 1 with the phrase b.*<br>- Have pupils work in pairs to discuss the answer for each picture.<br>- Invite a few pairs to give the answers. Check the answers as the class. | - Listen to the teacher's explanation.<br>- Follow the teacher demonstrating the activity. Stand up and give the answer<br>- Work in pairs to discuss the answer for each picture.<br>- Give the answers. Check the answers as the class.<br>- Listen to the teacher. |

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| - Use four pictures of places to lead into the new lesson.<br>**Activity 4. Listen and tick or cross.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand four communicative contexts in which speakers ask and answer questions about their school trips and tick or cross the correct pictures.<br>**b. Content**<br>- Activity 4. Listen and tick or cross.<br>**c. Expected outcomes**<br>- Pupils can understand four communicative contexts in which characters ask and answer questions about their school trips and can tick or cross the pictures according to what they hear.<br>-Draw pupils' attention to the pictures and ask questions such as *Who are they?* And *Where are they?* Remind them to look at the places while listening.<br>-Do Picture **1** together as an example. Have pupils look at the picture and identify the characters (e.g. *Two boys*) and the place (e.g. *Hoan Kiem Lake*). Play the recording of the first conversation (*Did they go to Hoan Kiem Lake yesterday? - Yes, they did.*) and ask pupils to tick the picture.<br>-Play the recording of the other conversations for pupils to listen and tick or cross the appropriate pictures.<br><br>-Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.<br>**Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may have pupils point at the pictures and tell the class about the places the characters went to (e.g. *Look at Picture 1. The boys went to Hoan Kiem Lake yesterday. Look at Picture 2. The girls didn't go to Suoi Tien Theme Park. Look at Picture 3. The children went to Bai Dinh Pagoda. Look at Picture 4. The children didn't go to Ba Na Hills.*)<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives** | - Pupils look at the pictures and say the names of the people and the places.<br><br>- Pupils follow the teacher demonstrating the example. Pupils look at the picture and identify the characters and the place. Pupils listen to the recording of the first conversation and tick the picture.<br><br>- Pupils listen to the recording of the other conversations and tick or cross the appropriate pictures.<br>- Pupils swap books with a partner to check their answers before checking as a class.<br><br>- Pupils listen to the recording and repeat sentence by sentence in chorus. |

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| - To circle correct words or groups of words in four exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can circle correct options in four exchanges with the help of picture cues.<br>-Do Exchange **1** together as an example. Have pupils read the question and identify the place the characters went last weekend *(e.g. Ba Na Hills)*. Then draw pupils' attention to the picture *(Ba Na Hills)* and circle the appropriate phrase *Yes, they did* in the answer. Repeat the same procedure with other exchanges.<br>-Give pupils time to do the rest of the task independently. Go around the classroom to offer help where necessary.<br>-Get pupils to swap books with a partner and check their answers before checking as a class.<br>-Invite four pairs of pupils to act out the complete exchanges in front of the class. Correct their pronunciation where necessary.<br>**Activity 6. Let's sing.** (8 minutes)<br>**a. Objectives**<br>- To listen to and complete the song *Did you go to Suoi Tien Theme Park?* and sing with correct pronunciation, rhythm and melody.<br>**b. Content**<br>- Activity 6. Let's sing.<br>**c. Expected outcomes**<br>- Pupils can listen and complete the lyrics and sing the song *Did you go to Suoi Tien Theme Park?* with correct pronunciation, rhythm and melody.<br>-Tell pupils the aim of the activity: They listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm and melody.<br>-Have pupils read the lyrics and guess the word(s) to fill in the gaps with the help of the picture. Then have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.<br>-Play the recording and let pupils listen to and practise singing the song, line by line, until they feel confident. Then divide the class into two groups. One group sings the questions and the other the answers. | Pupils follow the teacher demonstrating the example.<br>- Pupils do the rest of the task independently.<br>- Pupils swap books with a partner to check their answers before checking as a class.<br>- Pairs of pupils act out the complete exchanges.<br>Pupils follow the teacher demonstrating the example.<br>- Pupils do the rest of the task independently.<br>- Pupils swap books with a partner to check their |

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| -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.<br>**WRAP-UP** (7 minutes)<br>**Game: Flower picking**<br>- Prepare four pictures about four places they have learnt.<br>- Divide the class into 2 groups.<br>- Have pupils take turns to choose the flowers, look at the pictures, then ask and answer the questions. E.g. picture of Suoi Tien Theme Park.<br>Pupil A: *Did you go to Suoi Tien Theme Park?*<br>Pupil B: *Yes, I did. It was great.*<br>- Give points for pupils' correct answers.<br>- The group with more points wins the game. | answers before checking as a class.<br>- Pairs of pupils act out the complete exchanges.<br><br>Listen to the teacher |

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## UNIT 10: OUR SCHOOL TRIP

### Lesson 2 - Period 3

### I. OBJECTIVES

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

**Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did on a school trip.

- correctly say the phrases and use *What did they do there? - They* ____. to ask and answer

questions about activities someone did on a school trip.

- correctly use *What did they do there? -* ____. to ask and answer questions about activities

someone did in a freer context.

- use the phrases *visit the old buildings, plant trees, play games, walk around the lake* in relation to the topic "Our school trip".

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did on a school trip correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 70

- Audio tracks 100, 101

- Teacher's guide: Pages 147, 148, 149

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the structures *Did they go to ____? - Yes, they did / No, they didn't.* to ask and answer questions about school trips in the past.<br>**b. Content**<br>- Game: Secret boxes<br>**Game: Secret boxes**<br>- Tell pupils that they are going to ask and answer questions about school trips in the past.<br>- Divide the class into two groups.<br>- Have two pupils from each group choose a colourful box, look at the picture and then ask and answer questions.<br>- If pupils ask and answer the question correctly, they will get points from the box they have chosen.<br>- Have the class give comments. The group that gets more correct points will win the game.<br>**Activity 1. Look, listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did on a school trip.<br>**b. Content**<br>- Activity 1. Look, listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can understand and correctly repeat the sentences in two communicative contexts in which | - Listen to the teacher's explanation.<br><br>- Work in two groups.<br>- Choose a colourful box, look at the picture and then ask and answer questions.<br><br>- Give comments and announce the winner.<br><br>- Pupils look at Pictures **a** and **b** and identify the characters.<br>- Pupils look at Picture **a**. |

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| characters ask and answer questions about activities someone did on a school trip.<br>-Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.<br>-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.<br>-Repeat the same procedure with Picture **b**. Draw pupils' attention to the question *What did they do there?* and the answer *They visited the old buildings.* Explain that the question and answer are used to talk about activities what someone did on their school trip.<br>-Invite a few pairs to listen and repeat the exchanges. Then nominate pairs of pupils to act out the exchanges. | Pupils listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat.<br><br>- Pupils follow the teacher's instructions with Picture **b**.<br><br>- Pairs of pupils listen and repeat the sentences in the recording. |
| **Activity 2. Listen, point and say.** (10 minutes)<br>**a. Objectives**<br>- To correctly say the phrases and use *What did they do there? - They* ____. to ask and answer questions about activities someone did on a school trip.<br>**b. Content**<br>Activity 2. Listen, point and say.<br>**c. Expected outcomes**<br>- Pupils can correctly say the phrases and use *What did they do there? - They* ____. to ask and answer questions about activities someone did on a school trip.<br>-Ask pupils to look at Picture **a** and identify the characters (two girls), the place (Ba Na Hills) and their activity (visit the old buildings). Play the first phrase of the recording for pupils to listen and repeat, in chorus and individually, until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d.**<br>-Draw pupils' attention to the speech bubbles and elicit the missing words in the answer. Play the recording of the dialogue that accompanies Picture **a** (*What did they do there? - We visited the buildings*.). Ask the pupils to listen and then repeat the sentences a few times. Remind pupils to add *ed* at the of the verb *visit* (e.g. *visited*) to express the past action.<br>-Repeat **Steps 2** with the exchanges for Pictures **b, c** | - Pupils look at Pictures **a**, **b**, **c** and **d** and say the characters and their activity. Pupils listen to the first phrase of the recording and repeat, in chorus and individually.<br><br>- Pupils look at the speech bubbles. Pupils listen and repeat the sentences a few times. |

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| and **d.** Go around the classroom and offer help if necessary.<br>-Invite a few pairs to act out the exchange at the front of the class.<br>**Activity 3. Let's talk.** (8 minutes)<br>**a. Objectives**<br>- To correctly use *What did they do there?* - ____. to ask and answer questions about activities someone did in a freer context.<br>**b. Content**<br>- Activity 3. Let's talk.<br>**c. Expected outcomes**<br>- Pupils can use *What did they do there? - They* ____. to ask and answer questions about activities someone did in a freer context.<br>-Ask pupils to look at the picture and identify the characters and the activities the children did (e.g. *Who can you see?* or *Where were they?* and *What did they do?).* Remind them that *What did they do there?* and - ___. are used to ask and answer questions about activities someone did on a school trip.<br>-Give pupils time to work in pairs and take turns pointing at the pictures, asking and answering questions about what the characters in the pictures did on their school trips.<br>Remind them to use the past tense of the verbs in the answers.<br>-Invite a few pairs to come to the front of the class, pointing at the pictures and acting out the exchanges.<br>**Extension:** Put pupils into pairs and have them take turns asking and answering with the target structure of the activity in a freer context. Go around and check pronunciation where necessary<br>**WRAP-UP** (7 minutes)<br>**Game: Sentence puzzle**<br>- Explain how the game is played.<br>- Divide the class into two groups. Give each group two sentences broken.<br>e.g. *1. visited / They / old / buildings. / the*<br>*2. trees. / They / planted*<br>*3. walked / lake. / around / They/ the*<br>*4. games. / played / They*<br>- Give time for pupils to reorder the words to make a meaningful sentence.<br>- Check the answers in the class. | - Pupils follow the teacher's instructions.<br>- Pairs of pupils act out the exchange at the front of the class.<br>- Pupils work in pairs or groups and write three or four sentences with the phrases they have learnt in the previous unit. Pupils to swap their books with a partner and check their answers before checking as a class.<br>Listen to the teacher |

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| - The group having more correct sentences wins the game. | |

Week: Date of planning: …/ / 2024

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Date of teaching:

**UNIT 10: OUR SCHOOL TRIP**

**Lesson 2 - Period 4**

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand two communicative contexts in which characters ask and answer

questions about what they did on their school trips and tick the correct pictures.

- complete two gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game *What did they do*

*there?*

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 71

- Audio track 102

- Teacher's guide: Pages 150, 151, 152

- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the sentence structure *What did they do there? - They* ____. to ask and answer questions about activities someone did on a school trip.<br>**b. Content**<br>- Game: Run and write<br>**c. Expected outcomes**<br>- Pupils can correctly say the sentence structure *What did they do there? - They* ____. to ask and answer questions about activities someone did on a school trip.<br>**Game: Run and write**<br>- Tell pupils that they are going to write the sentences about activities someone did on a school trip.<br>- Stick five sentences on the walls in the class.<br>- Have pupils work in four groups. Ask pupils to run and find the sentences around them, then turn back to their group and tell what they have seen, e. g. *They visited the old buildings.* Ask one member to write down the sentence he/ she has heard.<br>- The group with the most correct sentences will win. Praise the winner.<br>**Activity 4. Listen and tick.** (5 minutes)<br>**a. Objectives**<br>- To listen to and understand two communicative contexts in which characters ask and answer questions about what they did on their school trips and tick the correct pictures.<br>**b. Content**<br>- Activity 4. Listen and tick.<br>**c. Expected outcomes**<br>- Pupils can understand two communicative contexts in which speakers ask and answer questions about what they did on their school trips, and then tick the correct pictures.<br>-Ask pupils to look at Pictures **1a**, **1b** and **1c** and identify the characters. Ask *Where were they?* and *What did they do?* Draw their | - Pupils look at the pictures. Pupils answer the questions to identify the context.<br>- Pupils work in pairs and ask and take turns pointing at the pictures, asking and answering questions about what the characters in the pictures did on their school trips.<br>- Pairs of pupils come to the front of the class, pointing at the pictures and acting out the exchanges.<br>- Pupils work in pairs and take turns asking and answering with the target structure of the activity in a freer context.<br>Listen to the teacher's explanation.<br>- Work in four groups. Run and find the sentences around them, then turn back to their group and tell what they have seen. One member writes down the sentence he/ she has heard. |

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| attention to the places they went to and the activities they did there. Check comprehension.<br>-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.<br>-Repeat **Steps 1** and **2** with Pictures **2a**, **2b** and **2c**.<br>-Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.<br>**Extension:** If time allows, play the recording sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation where necessary. You may also put pupils into pairs and have them point at the pictures and act out the dialogues (e.g. Picture **1a**:<br>P1: *Where were they (the boys)?*<br>P2: *They were on the farm*.<br>P1: *What did they do there?*<br>P2: *They picked the apples*.)<br>**Activity 5. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To complete two gapped exchanges with the help of picture cues.<br>**b. Content**<br>Activity 5. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can complete two gapped exchanges with the help of picture cues.<br>-Do the first gapped exchange together as an example. Have pupils read the exchange and guess the missing words in the first question (e.g. the verb *go* in the phrase *go to Ba Na Hills*) and answer (e.g. *they did* in the answer with *Yes*). Then draw pupils' attention to the picture and elicit the activity they did (*visited, buildings*) and fill in the gaps in the second answer.<br>-Give pupils a time limit to complete the second gapped exchange independently. Go around and offer help where necessary.<br>-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.<br>-Invite two pairs of pupils to act out the completed exchanges in front of the class. | - Praise the winner.<br><br>- Pupils look at the Pictures **1a**, **1b** and **1c** and identify the characters. Pupils answer the questions.<br><br>- Pupils listen to the recording of the first dialogue and tick the right picture. |

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| **Activity 6. Let's play.** (8 minutes)<br>**a. Objectives**<br>- To revise target vocabulary items and structures through the game *What did they do there?*<br>**b. Content**<br>- Activity 6. Let's play.<br>**c. Expected outcomes**<br>- Pupils can play the game *What did they do there?* to revise the target vocabulary and structure items learnt in Lessons 1 and 2.<br>-Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lessons 1 and 2 through a game. Explain how the game is played. Check comprehension.<br>-Hang four or six flashcards / pictures on the board. Invite two groups of pupils (three or four pupils each) to the front of the class. Give them a time limit to look at the flashcards / pictures, discuss and make notes of the place they went to and the activities they did.<br>-Let the group members take turns, pointing at the flashcards / pictures and telling the class about the place they went to and the activities they did there. The group that presents more correct sentences in a short time will win the game.<br>**WRAP-UP** (7 minutes)<br>**Game: Chain game**<br>- Ask pupils to stand up.<br>- Stick flashcards about places and the phrases about activities on the board<br>- Model the game. Have the first pupil ask a question and invite another one to answer that question. Have the pupil answering the question continue asking the question and so on.<br>e.g. Pupil A: *What did you do at Ba Na Hills?*<br>Pupil B: *I visited the old buildings. What did you do at Suoi Tien Theme park?*<br>Pupil C: *I played games. ...*<br>Pupil D: ...<br>- Have pupils play the game until all pupils can ask and answer the questions about activities someone did on a school trip. | - Pupils follow the teacher's instructions.<br>- Pupils swap their books with a partner and check their answers before checking as a class.<br><br>- Pupils listen to the recording sentence by sentence and repeat the dialogues.<br><br>- Pupils follow the teacher demonstrating the example. Pupils read the exchange and guess the missing words in the first question and answer. Then pupils look at the picture and fill in the gaps in the second answer.<br><br>Listen to the teacher |

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# UNIT 10: OUR SCHOOL TRIP

## Lesson 3 - Period 5

## I. OBJECTIVES

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

**Language knowledge & skills**

- correctly repeat the second stress in the three syllable words *No'vember, De'cember*, and

in the sentences *We went to Sa Pa last No'vember*. and *They visited Da Lat last De'cember.*

- identify the second stress in the three syllable words and check while listening.

- say the chant with the correct pronunciation, stress and rhythm.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their pride in famous places of Viet Nam.

- Show their love and interest in school trips.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 72

- Audio tracks 103, 104, 105

- Teacher's guide: Pages 152, 153

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the previous structures about activities someone did on a school trip.<br>**b. Content** | - Pupils listen to the teacher's explanation. |

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| - Game: Whisper<br>**c. Expected outcomes**<br>- Pupils can correctly say the structures about activities someone did on a school trip.<br>**Game: *Whisper***<br>- Tell pupils they are going to listen to a sentence and whisper the sentence to their friend.<br>- Divide the class into two groups.<br>- Have pupils from each group stand in a line.<br>- The teacher whispers a sentence to the first pupils in each row.<br>- Have the first pupils whisper the sentence to the second pupils.<br>- Have groups continue whispering the sentence until it reaches the last pupils.<br>- The last pupil in the row has to say out the sentence.<br>- Give the first group to say the sentence correctly one point.<br>- The group that gets more points wins. Praise the winner | - The group members take turns, pointing at the flashcards / pictures and telling the class about the place they went to and the activities they did there.<br><br>- Listen to the teacher's explanation.<br><br>-Work in two groups.<br>- Stand in a line.<br><br>- Listen to a sentence and the sentence until it reaches the last pupils.<br><br>- Praise the winner |
| **Activity 1. Listen and repeat.** (5 minutes)<br>**a. Objectives**<br>- To correctly repeat the second stress in the three syllable words *No'vember, De'cember*, and in the sentences *We went to Sa Pa last No'vember*. and *They visited Da Lat last De'cember.*<br>**b. Content**<br>- Activity 1. Listen and repeat.<br>**c. Expected outcomes**<br>- Pupils can correctly say the second stress on the three syllable words in the words *No'vember* and *De'cember,* and the sentences *We went to Sa Pa last No'vember.* and *We visited Da Lat last De'cember.*<br>-Have pupils look at the word *No'vember* and the sentence *We went to Sa Pa lastNo'vember.* Draw their attention to the stress on the second syllable of the word *No'vember.* Play the recording of the word and sentence for pupils to listen to and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.<br>-Invite a few pupils to listen and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.<br>-Repeat **Steps 1** and **2** for the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary. | - Pupils look at the word and the sentence. Pupils look at the stress on the second syllable of the word. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.<br><br>- Pupils listen and repeat the stressed word and the sentence in front of the class. |

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| -Let pupils work in pairs or groups, saying the word stress and reading the sentences until they feel confident.<br>**Extension:** Have pupils brainstorm some other three syllable words with the stress on the second syllable (e.g. *December, October, November, December, banana, pagoda,* …). Then ask them to read aloud the words.<br>**Activity 2. Circle, listen and check.** (10 minutes)<br>**a. Objectives**<br>- To identify the second stress in the three syllable words and check while listening<br>**b. Content**<br>Activity 2. Circle, listen and check.<br>**c. Expected outcomes**<br>- Pupils can identify the first stress on the three syllable words.<br>-Have pupils read the first verse of the chant and draw their attention to the second stress on the words *November* and *December*. Check comprehension.<br>-Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the second stress on the words *November* and *December*. Encourage them to clap while chanting.<br>-Repeat for the second verse of the chant. Draw pupils' attention to the second stress on the words *November* and *December,* too. Check comprehension.<br>-Play the recording all the way through for pupils to chant and clap along.<br>**Extension:** Replace the word *November* with *September* in the first verse and *December* with *October* in the second verse. Then have pupils practise the new chant.<br>**Activity 3. Let's chant.** (8 minutes)<br>-Have pupils read the first verse of the chant and draw their attention to the second stress on the words *November* and *December*. Check comprehension.<br>-Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the second stress on the words *November* and *December*. Encourage them to clap while | Pupils follow the teacher's instructions.<br><br>- Pupils work in pairs or groups, saying the words and reading the sentences.<br><br>- Pupils brainstorm some other three syllable words with the stress on the second syllable. Then pupils read aloud the words. |

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| chanting.<br>-Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the second stress on the words *November* and *December,* too. Check comprehension.<br>-Play the recording all the way through for pupils to chant and clap along.<br><br>**WRAP-UP** (7 minutes)<br>**Game: Musical cards**<br>- Stick the cards on the board. Ask pupils to say the words related to the cards.<br>- Hand out the cards to different pupils around the class.<br>- Play the song *"Did you go to Suoi Tien Theme Park?"* (Track 99). Ask pupils to pass the cards to the pupils next to them while the music is playing.<br>- Stop the music suddenly. Invite a pupil to ask the question *"Where did you go last November?"*. Ask the pupil who is holding the card answer the question, e.g. *I went to Ben Thanh Market last November.*<br>- Play the music again and repeat the activity.<br>- Ask pupils to check their friends' pronunciation. | - Pupils read the first verse of the chant and pay their attention to the second stress on the words *November* and *December*.<br>- Pupils listen to the recording of the first verse. Pupils listen and repeat line by line.<br><br>- Pupils follow the teacher's instructions.<br><br>- Pupils chant and clap along.<br><br>- Pupils practise the new chant.<br><br>Listen to the teacher |

Week: Date of planning: …/ / 2024

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## UNIT 10: OUR SCHOOL TRIP

### Lesson 3 - Period 6

## I. OBJECTIVES

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

**Language knowledge & skills**

- read and show understanding of the text by completing the gapped sentences with correct

options.

- use the suggested questions to write a gapped text about Mai's last school trip.

- revise the target language they have learnt by making a mind map of their school trip and presenting it to the class.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**II. RESOURCES AND MATERIALS:**

- Pupil's book: Page 73

- Teacher's guide: Pages 154, 155

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURE**

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**a. Objectives**<br>- To revise the vocabulary about places and activities.<br>**b. Content**<br>- Game: Picture showing<br>**c. Expected outcomes**<br>- Pupils can remember and write the vocabulary about places and activities.<br>**Game: Picture showing**<br>- Tell the pupils they are going to look at the pictures and write the phrases about places and activities.<br>- Divide the class into 2 groups.<br>- Show all the pictures in 15 seconds. Have pupils look and remember the pictures.<br>- Give pupils one minute to write the phrases in groups.<br>- Check the answers as the class.<br>- The groups with more correct answers win the game.<br>**Activity 4. Read and answer.** (5 minutes)<br>**a. Objectives**<br>- To read and show understanding of the text by completing the gapped sentences with correct options. | Listen to the teacher's explanation.<br><br>- Work in two groups.<br>- Look and remember the pictures in 15 seconds.<br><br>- Write the phrases in groups in one minute.<br>- Check the answers.<br>- Praise the winner.<br><br>Pupils listen to the teacher's explanation. |

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| **b. Content**<br>- Activity 4. Read and answer.<br>**c. Expected outcomes**<br>- Pupils can show their understanding of a text by completing the gapped sentences with options provided.<br>-Tell pupils the goal of the activity and explain that they should read the text and choose the correct option to complete the gapped sentences. Check comprehension.<br>-Do Sentence **1** with the class as an example. First, have pupils read the sentence and identify the gap and the options given (e.g. *They visited a farm near their school last _____*. ***a.*** *Saturday* ***b.*** *Friday* ***c.*** *Sunday*). Then have them read the text to find the appropriate information from the text (*Minh's class went on an eco-tour last Sunday*.). to select the correct option (***c.****Sunday*) to complete the gap.<br>-Set a time limit for pupils to do the rest of the task independently. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.<br>**Extension:** Have pupils retell or write some sentences about the main ideas of the text, using the information in four sentences they have completed (e.g. *They visited a farm near their school last Sunday. They planted trees with the farmers. They watched a film about the farm. They played some games and danced together*.)<br>**Activity 5. Look and write.** (10 minutes)<br>**a. Objectives**<br>- To use the suggested questions to write a gapped text about Mai's last school trip.<br>**b. Content**<br>Activity 5. Look and write.<br>**c. Expected outcomes**<br>- Pupils can write a text about their last school trip with the help of the suggested questions and some guided sentences.<br>**Activity 5. Look and write.**<br>**a. Objectives**<br>- To use the suggested questions to write a gapped text about Mai's last school trip. | - Pupils follow the teacher demonstrating the activity. Then pupils read the text to find the appropriate information from the text to select the correct option to complete the gap.<br><br>- Pupils do the task independently.<br><br>- Pupils swap books with their partners and check the answers before checking as a class.<br><br>- Pupils retell or write some sentences about the main ideas of the text, using the information in four sentences they have completed. |

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| **b. Content**<br>Activity 5. Look and write.<br>**c. Expected outcomes**<br>- Pupils can write a text about their last school trip with the help of the suggested questions and some guided sentences.<br>-Tell the class the goal of the activity and explain that they should answer the suggested questions and use the gapped sentences as a guide to write the text. Tell pupils that they should write about 30 words. Check comprehension.<br>-Have pupils do the first gapped sentence together as an example. Ask them to answer the first question (*Where did Mai's class go on their last school trip?*) and elicit the place they went for their school trip (e.g. *Ba Na Hills*). Then have them write the first sentence of the text (e.g. *On Mai's last school trip, they went to Ba Na Hills*).<br>-Give pupils time to write the text independently. Go around and offer help if necessary.<br>-Get pupils to swap their books with a partner and check their answers before checking as a class.<br>**Extension:** Invite one or two pupils to read their completed texts in front of the class.<br>**Activity 6. Project.** (8 minutes)<br>**a. Objectives**<br>- To revise the target language they have learnt by making a mind map of their school trip and presenting it to the class.<br>**b. Content**<br>- Activity 6. Project.<br>**c. Expected outcomes**<br>- Pupils can make mind maps of a day trip to a farm and present them to the class, using the target language.<br>-Tell pupils about the goal of the activity. Explain that they have to make the mind map of their school trip at home and present it to their groups.<br>-Have pupils work in groups of five. Each pupil shows his / her mind map and tells the group about it, e.g. *Hi. Our class went on a day trip to a farm yesterday. In the morning, we planted trees and watered the flowers. In the afternoon, we played badminton and danced. We had a lot of fun.* Go around the classroom and offer help if necessary. | Pupils listen to the teacher's explanation.<br><br>- Pupils do the first gapped sentence together as an example. Pupils answer the first question and elicit the place they went for their school trip. Then pupils write the first sentence of the text.<br><br>- Pupils write the text independently.<br><br>- Pupils swap their books with a partner and check their answers before checking as a class.<br>- One or two pupils read their completed texts in front of the class.<br><br>- Pupils listen to the teacher's explanation.<br><br>- Pupils work in groups of five. Each pupil shows his / her mind map of their |

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| -Invite a few pupils to show their mind maps and tell the class about them. Praise good performances.<br>**Relaxing time**<br>- Play the song *Did they go to Suoi Tien Theme Park?* (Track 99). Have the class listen.<br>- Play the song again. Ask the class to listen and sing the song along.<br>- Invite some groups to the front of the class to perform the song.<br>- Give stickers for the groups performing the song well. | school trip at home and tells the group about it.<br><br>- A few pupils show their mind maps and tell the class about them.<br><br>Listen to the teacher |

Week: Date of planning: …/ / 2024

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**REVIEW 2**

**Period 1**

## I. OBJECTIVES

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

**Language knowledge & skills**

- listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures

- ask and answer questions using picture cues or personal information.

2. **Competences**

- Critical thinking and creativity: learn how to ask and answer questions using picture cues correctly and fluently.

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 74
- Audio track 106
- Teacher's guide: Pages 156, 157, 158
- Flash cards/ pictures and posters (Review 2)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
|---|---|
| **WARM-UP** (5 minutes)<br>**Game: Whisper**<br>**a. Objectives**<br>- To revise sentence structures they have learnt.<br>**b. Content**<br>- Game: Whisper<br>**c. Expected outcomes**<br>- Pupils can correctly say sentence structures they have learnt.<br>- Divide the class into two teams. Tell each team to form a line.<br>- Explain that when you whisper a sentence to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the sentence reaches the last pupil in the line, he/she should call it out. A correct sentence scores one point.<br>- Have pupils play the game.<br><br>- Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three sentences aloud for the rest of the class.<br>**Activity 1. Listen and circle a, b or c.** (10 minutes)<br>**a. Objectives**<br>- To listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our favourite school activities, location of school things, where someone went, what someone did, and tick the correct pictures.<br>**b. Content** | - Work in two teams. Form a line.<br>- Listen to the teacher's explanation.<br><br>- Continue playing the game.<br>- Praise the winner.<br><br>- Pupils pay attention to Pictures **1a**, **1b** and **1c**.<br><br>- Pupils listen to the recording for Question **1**. Pupils listen to the recording again and do the task. Pupils listen to the recording a third time to check their answers. Pupils follow the teacher's instructions.<br>- Pupils swap books with a |

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| - Activity 1. Listen and circle a, b or c.<br>**c. Expected outcomes**<br>- Pupils can listen to and understand five communicative contexts and tick the correct pictures.<br>-Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the school room and the floors.<br>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. (Questions **2**, **3**, **4**, **5**)<br><br>-Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.<br>-Play the recording again for pupils to double-check their answers.<br>**Extension (For advanced level):** Read conversation **1** aloud but change specific information.<br>For example:<br>1. Girl: What a nice school!<br>Boy: Thank you. Let me show you around. There's a new music room.<br>Girl: Where is it?<br>Boy: It's on the second floor.<br>Have pupils stand up when the information is different. Invite a pupil to correct the information.<br>**Activity 2. Ask and answer.** (12 minutes)<br>**a. Objectives**<br>- To ask and answer questions using picture cues personal information.<br>**b. Content**<br>Activity 2. Ask and answer.<br>**c. Expected outcomes**<br>- Pupils can ask and answer questions using picture cues or personal information.<br>**a. Objectives**<br>- To ask and answer questions using picture cues personal information.<br>**b. Content**<br>Activity 2. Ask and answer.<br>**c. Expected outcomes**<br>- Pupils can ask and answer questions using picture cues or personal information.<br>**WRAP-UP** (8 minutes) | partner, then check answers as a class.<br><br>- Pupils listen to the recording to double-check their answers.<br>- Pupils read conversation **1** aloud but change specific information.<br><br>- Pupils pay attention to Question **1**. Pupils read it in chorus. Pupils role-play the exchange. Pupils follow the teacher's instructions.<br><br>- Pupils work in pairs to role-play the four exchanges.<br><br>- Pairs of pupils stand up and take it in turns to role-play the target exchanges. |

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| **Game: Kim's game**<br>- Divide the class into two teams. Say "You are going to play a memory game."<br>- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.<br>e.g. *draw pictures, play the guitar, dance around the campfire, listen to music, read books, water the flowers, plant trees, crayon, glue stick, friendly, active, clever, pencil sharpener, set square, ...*<br>- Turn the word cards face down on the board. In their teams, the pupils try to write down many words as they can remember.<br>- Check the answers as the class.<br>- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words and phrases. | Listen to the teacher |

Week: Date of planning: …/ / 2024

Period:

Date of teaching:

## REVIEW 2

## Period 2

### I. OBJECTIVES

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

**Language knowledge & skills**

- read and match five pairs of target sentence patterns.

- read a text about Lan's trip with her class to Ba Na Hills and number the sentences in

order (from 1 to 4)

- write a short paragraph about someone's trip the previous Sunday.

2. **Competences**

- Communication and collaboration: work in pairs and teams to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

3. **Attributes:**

- Study hard to review the vocabulary and sentence patterns they have learnt.
- Be honest in the learning tasks.

## II. RESOURCES AND MATERIALS:

- Pupil's book: Page 75
- Teacher's guide: Pages 158, 189, 160
- Flash cards/ pictures and posters (Review 2)
- Computer, projector, …

## III. PROCEDURE

| Teacher's activities | Students's activities |
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| **WARM-UP** (5 minutes)<br>**Game: Hot seat**<br>**a. Objectives**<br>- To revise the sentence structures they have learnt.<br>**b. Content**<br>- Game: Hot seat<br>**c. Expected outcomes**<br>- Pupils can say the sentence structures they have learnt.<br>- Tell pupils that they are going to listen to music and answer the question.<br>- Divide the class into five groups.<br>- Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.<br>- Write a word on the board. One of the group members of the pupil in the Hot Seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.<br>- Continue until each group member has described a word to the pupil in the Hot Seat.<br>**Activity 3. Read and match.** (5 minutes)<br>**a. Objectives**<br>- To read and match five pairs of target sentence patterns<br>**b. Content**<br>- Activity 3. Read and match.<br>**c. Expected outcomes**<br>- Pupils can read and match five pairs of target sentence patterns.<br>-Draw pupils' attention to the questions and | - Listen to the teacher's explanation.<br>- Work in five groups.<br>- Sit in the Hot Seat, facing the classroom with the board behind him/her.<br>- Follow the teacher.<br>- Continue playing the game.<br>- Pupils pay attention to the questions and answers. Pupils listen to the teacher's explanation.<br>- Pupils read the answer. |

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| answers. Tell them about this activity.<br>Point at Question **1** *(Could you show me the way to the art room?)* and elicit the answer *(Go upstairs. It's on the first floor.)* Have pupils read the answer, give feedback. Draw a line to match Question **1** with Sentence **e**.<br>-Give pupils time to do the task individually. Go around the classroom to offer support.<br>-Get pupils to swap books with a partner, then check answers together as a class.<br>Write the correct answers on the board.<br>**Activity 4. Read and complete.** (10 minutes)<br>**a. Objectives**<br>- To read a text about Lan's trip with her class to Ba Na Hills and number the sentences in order (from 1 to 4).<br>**b. Content**<br>Activity 4. Read and complete.<br>**c. Expected outcomes**<br>- Pupils can read a text about Lan's trip with her class to Ba Na Hills and number the sentences in order.<br>-Draw pupils' attention to the activities in sequence in the text. Elicit the words showing the sequences of activities, e.g. *first, then, after that, etc.*<br>-Have pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4.<br>-Set a time limit for pupils to do the task. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their answers with a partner, then check answers together as a class<br>**Activity 5. Let's write.** (8 minutes)<br>**a. Objectives**<br>- To write a short paragraph about someone's trip the previous Sunday.<br>**b. Content**<br>- Activity 5. Let's write.<br>**c. Expected outcomes**<br>- Pupils can write a short paragraph about someone's trip the previous Sunday.<br>-Ask pupils to read the guiding questions. Tell pupils that they should write about 30 words. Check comprehension.<br>-Have pupils do the first question together as an | - Pupils do the task individually.<br>- Pupils swap books with a partner, then check answers together as a class.<br>- Pairs of pupils stand up and read the matched exchanges aloud.<br>- Pupils pay attention to the activities in sequence in the text. Pupils follow the teacher's instructions.<br>- Pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4.<br>- Pupils do the task.<br>- Pupils swap books with a partner, then check answers as a class.<br>- Pupils read the guiding questions. Pupils follow the teacher's instructions.<br>- Pupils do the first question together as an example. Pupils read the question and elicit where they went the previous Sunday and write the first sentence.<br>- Pupils complete the |

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| example. Ask them to read the question and elicit where they went the previous Sunday. Then have them write the first sentence, e.g. *Last Sunday, I went to Hoan Kiem Lake…*<br>-Give pupils time to complete the paragraph independently. Go around the classroom and offer help if necessary.<br>-Get pupils to swap their writings with a partner, then invite a few pupils to read their writings in front of the class.<br>**WRAP-UP** (7 minutes)<br>**Game: Number race**<br>- Explain how to play the game. Give an example.<br>- Divide the class into two teams. Each team has five pupils.<br>- Give each pupil in one team a number so that each team has equal numbers.<br>- Stick a picture (*on the farm*) on the board and ask the questions, e.g. *Where were you yesterday?*, and allow time for pupils to think. Then call out a number, have pupils with that number from each team stand up and shout out the answers, e.g. *I was at the campsite*. Praise and give points for the teams.<br>- Continue the game until the last member of the team.<br>- Praise the winner. Give feedback. | paragraph independently.<br><br>- Pupils swap their writings with a partner.<br>- A few pupils read their writings in front of the class. The class observes and praises their work.<br><br>Listen to the teacher |