BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 1

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Tiếng Anh 1

SÁCH GIÁO VIÊN

(Tái bản lần thứ hai, có chỉnh lí, bổ sung)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

Tiếng Anh 1 – Global Success – Sách học sinh is the first of the two-level English textbook series for Vietnamese primary school pupils. It follows MOET's (2018) *Chương trình làm quen tiếng Anh lớp 1 và lớp 2*. The textbook is communication-based and topic-based in design and learner-centred in teaching methodology. Its aim is to acquaint pupils with very basic English language and skills with an emphasis on listening and speaking. It consists of 16 learning units, four fun time sections and four review units.

I. Unit components

Tiếng Anh 1 – Global Success – Sách học sinh follows a sequence of presentation, practice and production to develop English at a very basic level through the topic-based and task/activity-based units, the fun time sections and the review units which are richly illustrated to provide pupils with very easy-to-grasp and memorable lessons and an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to pupils' interest, need, ability and daily life. Eight activities in each unit are designed to invoke a sense of familiarity and organised to provide training on listening, speaking, reading as well as writing.

Each lesson provides material and practice for one teaching period (equal to thirty to thirty-five minutes). The lessons contain concise and clear instructions for a wide range of activities arranged in a logical progression, helping pupils to develop the ability to interact with each other in English in both its spoken and written forms.

A variety of activities including games, chants, songs and TPR (total physical response) activities, exciting stories, ... aim to facilitate the pupils' ability to reproduce the language in a fun and engaging way.

Tiếng Anh 1 – Global Success – Sách học sinh also creates a feeling of familiarity through the appearance of both Vietnamese and English characters, such as Ba, Bill, Ann, etc.

Following is a brief description of how a unit is organised.

Lesson 1

Lesson 1 helps pupils get acquainted with the context in which the target sound of the letter and the vocabulary are used. It contains *Listen and repeat* and *Point and say*.

1. Listen and repeat.

This activity presents the context for learning illustrated by a large picture in which the sound of the letter and the target vocabulary are introduced. It provides pupils with listening and oral practice.

2. Point and say.

This activity provides for the controlled practice of the key words. Pupils have to look at the picture, point to the letters, people or things in order to identify the letters and the target words they have learnt in *Activity 1*. The activity helps pupils understand the meaning of the words and practise saying them aloud. Games such as *Slap the board, Pelmanism, Simon says, Pass the ball, Matching game,...* can be used to familiarise pupils with the words before they can reproduce them in a wider context.

Lesson 2

Lesson 2 focuses on phonics, listening skills and tracing/writing. It contains three activities: *Listen and chant*, *Listen and tick*, and *Look and trace/Look, trace and write*.

3. Listen and chant.

This activity contains a chant which uses the letters, the words and very simple phrases/structure(s). By singing the chant, pupils have an opportunity to do choral and individual repetition of the sound of the letters and the new language items. The chant is a helpful way of practising the pronunciation, stress, rhythm and intonation of English language in real and authentic contexts.

4. Listen and tick.

This activity focuses on improving listening skills. It contains two items. Each has two pictures (a and b). Pupils look at the pictures as they listen to the recording and demonstrate their understanding by putting a tick (√) in the correct box.

5. Look and trace/Look, trace and write.

This activity helps pupils trace the letters (both upper case and lower case) they have learnt. They are asked to trace the letters in upper and lower cases in *Units 1 – 8*. In *Units 9 – 16*, they are asked to trace the letters in upper and lower cases before writing the letters to complete the words using visual prompts.

Lesson 3

Lesson 3 focuses on speaking, listening and reading skills. It contains three activities: *Listen and repeat*, *Let's talk* and *Let's sing*.

6. Listen and repeat.

This activity focuses on listening and speaking skills. It contains one or two structures used in real situations. Pupils have to listen to the recording and repeat the structures in order to get familiarised with the new language items.

7. Let's talk.

This activity focuses on improving speaking skills. The activity contains one or two situations in which the suggested structure(s) and prompted pictures are introduced. Pupils use the language items (structure(s) and words) to communicate in authentic contexts. The activity also encourages and guides pupils to practise speaking individually or to interact with peers in pairs or in groups.

8. Let's sing!

This section contains an interesting and easy-to-learn song. The song also helps pupils revise the language items they have learnt in the unit. It helps them practise the pronunciation, stress, rhythm, intonation and melody of English through TPR. Through singing pupils can develop their interaction and cooperation skills.

II. Teaching the unit activities

The following are guidelines or suggestions for you as teachers when you first use *Tiếng Anh 1 – Global Success – Sách học sinh*. Feel free to make any adjustments, as it is you who know what you need to teach and what your pupils need to learn in your own teaching and learning context.

It is advisable to go through the activities of the unit before you teach them in the classroom. This will familiarise you with the material and tell you what to prepare for the lesson and what activities to conduct.

As mentioned in the first section, the teaching and learning of English at grades 1 and 2 follow the learner-centred/learning-centred approach. To follow this approach, each unit activity contains four components: Goal, Input, Procedure and Outcome (G-I-P-O). G-I-P-O follows a sequence of setting the goal of the activity, presenting the input (the context and the language), the procedure (steps) through which pupils practise and produce the target language items and the outcome (what pupils can do or achieve) after the activity. It also contains a wide range of activities involved by pupils (from individual to pair/group to whole class activities). This helps pupils practise spoken and written English and develop the ability to interact with each other.

Following is a brief description of how G-I-P-O is organised:

1. Goal:

A goal should be set up before each activity. The goal means what teachers are going to do and what they hope their pupils will achieve at the end of the activity. This is very important at the beginning of each activity because teachers can only perform well if they understand what is expected.

2. Input:

The input is the question of what pupils have to do. It consists of the context(s) in which the target language is used. The context(s) is/are always illustrated with attractive and colourful picture(s) and the language items are introduced in a clear and authentic way.

To understand the context(s), pupils may answer some questions such as *Who are they (is he/she)? What are they (is he/she/it)? Where are they (is he/she/it)?* and *What are they (is he/she/it) doing/talking about?* Teachers can also explain the context(s) and how the language is used. In the first units, the questions and answers/explanations can be in Vietnamese.

3. Procedure:

The procedure is the question of how pupils learn. It contains several steps which pupils have to follow in order to understand the contexts/the target language items and to practise using them in listening, speaking, reading and writing.

There are some steps in the procedure:

Pupils' learning activity

Step 1: Pupils look at the picture(s), answer the questions asked by their teachers to identify the contexts and how the language is used (as mentioned in the *Input*). Teachers can explain the context(s) and the language items so that pupils can understand what language items they have to learn and how they are used in the context(s). Teachers also tell pupils about the goal of the activity/task and the time to do it.

Step 2: Teachers do the task with one or two pupils as a model. They can play the recording for pupils to get acquainted with the language items. In this step, pupils do the activity/task as an example and identify how the task is carried out and developed.

Step 3: Pupils are asked to do repetition individually and in chorus, using the suggested contexts/ pictures and the language items prompted. Teachers may go around to offer help or/and correct the mistakes, if necessary. The main focus of this step is how pupils practise using the language items in speaking/listening/writing/reading individually.

Step 4: Pupils are asked to do the task again in pairs or groups. They are also encouraged to interact with each other and share their ideas. In this step, pupils have a chance to reinforce their skills in pairs or groups.

Step 5: A few pupils or pairs/groups are invited/selected to perform or act out the language items or skills in front of the class. The rest of the class may give comments. The main focus of the step is what pupils can do/achieve at the end of the activity.

If there is enough time, or with a better class, pupils are encouraged to use or apply the language items in real contexts or in more difficult situations.

4. Outcome:

Through pupils' performances, teachers can assess or judge what pupils CAN DO at the end of the activity. The outcome can be considered as what and how pupils use the language items in speaking, listening, reading and writing. The outcome should meet the requirements of the goal set up at the beginning of the activity.

III. Classroom instructions and expressions

The following are suggested instructions and expressions that can be used:

To praise pupils' work:

That's good/fine!
That's correct/right.
Very good!
Well done!
Excellent!
etc.

To instruct activities in the classroom:

Answer the question.
Clap your hands.
Close your books.
Complete the word.
Colour the picture(s).
Draw a picture of…
Listen and repeat.
Listen and tick.
Listen, point and say.
Look and circle. Then say.
Look and match. Then say.
Look and trace. Then say.
Look and write.
Look and write. Then say.
Look at the letters/flashcards/picture(s)/board.
Let's chant.
Let's play.
Let's sing.
Let's talk.
Open your books.
Point and say.
Put up your hand.
Be quiet, please.
Read and circle.
Read and match.
Read and tick or cross.
Read the word(s)/sentence(s) aloud.
Repeat (after me), please.
Say it, please.
Say it in English/Vietnamese.
Sit down, please.
Stand up, please.
Talk to your partner.
Thank you/Thanks/Many thanks.
Trace the letter.
Try again.
Work in pairs/groups.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 1 In the school playground

Objectives

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

- pronounce the sound of the letter *B/b* in isolation and in the words *Bill, ball, bike* and *book* correctly.
- say the sound of the letter *B/b* and the words *Bill, bike, ball, book* in a chant.
- recognise the words in different situations when listening.
- use "*Hi, I'm _____.*" to greet and introduce someone's name and "*Bye, _____.*" to say goodbye to someone.
- trace the letter *B/b.*
- sing a song with the structures "*Hi, I'm _____.*" and "*Hi, _____. I'm _____.*"

LESSON 1 (Period 1)

Warm-up (mostly in Vietnamese)

- Greet the class by saying *Hi.* Introduce your name *I'm _____.* (E.g. *Hi. I'm Huong.*)
- Encourage pupils to say their names.
- Show to pupils and introduce *Tiếng Anh 1 - Global Success - Sách học sinh* (e.g. the number of units in the book, the number of lessons in one unit, the number of activities in each lesson,... and how the book is used).
- Ask pupils if they have known any English words and if they like learning English.
- Have pupils open their books and look at *Unit 1, Lesson 1.*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *B/b* in isolation and in the words *Bill, ball, bike, book* correctly.

Input: The picture is about a school playground at break time. Two boys are playing with a ball. One of the boys is Bill (an English pupil) and the other is Ba (a Vietnamese pupil). One girl is sitting under a tree, reading a book. A bike is near the bed of flowers.



The word *Bill* is next to Bill, the word *ball* is next to the ball, the word *bike* is next to the bike and the word *book* is next to the book. The letter *B/b* (on the top right-hand side corner of the picture) in the words *Bill, ball, bike* and *book* is in red.
The sound of the letter *B/b* is the focus of *Unit 1*.

Procedure: **Step 1:** Have pupils look at the picture (saying *Look at the picture, please!*) and describe it. Draw pupils' attention to the letter *B/b*, the word next to Bill and other words next to the things and the colour of the letter *B/b* (as mentioned in *Input*).

Step 2: Ask pupils to point to the letter *B/b*. Have them listen and repeat the sound of the letter *B/b* (saying *Listen and repeat, please!*) more than once, if necessary.

Step 3: Tell pupils to point to Bill and the word *Bill* (saying *Point to Bill and the word Bill*). Ask them to listen and repeat the word, saying *Listen and repeat, please!*

Step 4: Repeat the same procedure with the ball, the bike and the book. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording again and have them listen, point to the letter *B/b*, Bill, the ball, bike and book and repeat until they feel confident. Correct pronunciation, if necessary.

Step 6: Play the recording again and call some pupils to say the letter *B/b* and the words *Bill, ball, bike* and *book* in front of the class (saying *Well done!* when they performed well).

Outcome: Pupils can pronounce the sound of the letter *B/b* in isolation and in the words *Bill, ball, bike* and *book* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *B/b*, the boy and the things and say the sound of the letter *B/b* and the words *Bill*, *ball*, *bike* and *book*.



Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 6, please!* Ask them to describe the picture again. Draw their attention to the letter *B/b*, Bill and the things, if necessary.

Step 2: Get them to point to the letter *B/b* and say it, saying *Point to the letter B/b and say, please!*

Step 3: Let them point to Bill and say his name, saying *Point to Bill and say, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with other things. Give further support to those pupils who find it difficult to do the task.

Step 5: Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter *B/b* and the words. Go around and offer help or correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *B/b*, the boy and the things and say the sound of the letter *B/b* and the words *Bill, ball, bike* and *book* correctly.

Fun corner

If time allows, let pupils play the game *Slap the board.*

Slap the board

Goal: Pupils will be able to play the game *Slap the board.*

Input: Four flashcards (Bill, a ball, a bike and a book) or four words (*Bill, ball, bike* and *book*).

Procedure: **Step 1:** Write four words *Bill, ball, bike* and *book* or stick the flashcards with these words on the board. Tell pupils to look at the board, saying *Look at the board, please! Can you see the words Bill, ball, bike, book? OK, now let's play the game.*

Step 2: Tell pupils how the game is played, saying *This game is played in a group of four people. When I say, for example, Bill, you will run as quickly as possible to the board and touch/slap your hand on the word. The one who is the quickest to touch/slap the correct word gets one point.*

Step 3: Ask pupils to listen to four words and touch/slap the flashcards/words as correctly and quickly as possible, saying *Are you ready? Now listen to me and let's play the game.* You may start saying any of the four words on the board and note the score.

Repeat the procedure if there is time.

The pupil who gets the highest score will be the winner.

Outcome: The pupil who is the quickest to touch/slap the correct words/flashcards will win.

LESSON 2 (Period 2)

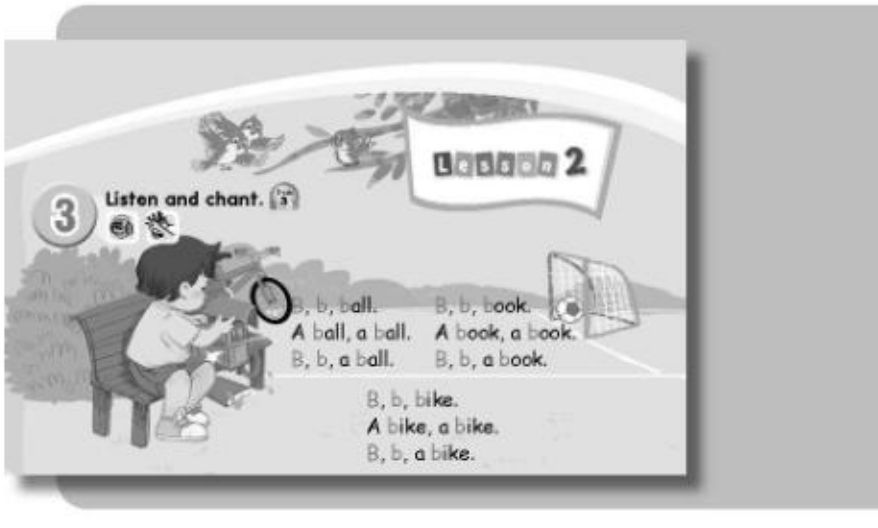
Warm-up

- Greet the class and introduce yourself, saying *Hi, I'm _____.*
- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *B/b* and four words *Bill, ball, bike* and *book*, saying *Point and say, please!*
- Have them play *Slap the board* again, saying *Let's play Slap the board, please!* Draw pupils' attention to the target vocabulary they have learnt in *Lesson 1.*
- Get pupils to open their books and look at *Lesson 2,* saying *Open the books, please!* and then *Look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *B/b* and the words *ball, bike* and *book* in a chant.

Input: There are three verses in the chant. The letter *B/b,* the words *ball, book, bike* are introduced in the first three lines of the verse. The phrases *a ball, a book, a bike* are in the second three lines and the letter *B/b* with the phrases *a ball, a book, a bike* are in the last three lines. The letter *B/b* is in red.



Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *B/b* and the word *ball*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!*

Step 3: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Now listen and repeat, please!*

Step 4: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary.

Step 5: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and chant, please!* Give further support to those pupils who find it difficult to do the task.

Step 6: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.



Input: There are two questions (1 and 2) in this activity. Question 1 includes the pictures: a. a ball, b. a bike, with a tick in (b) as an example. Question 2 includes the pictures: a. a ball and b. a book.

Audio script: 1. A bike 2. A book

Procedure: **Step 1:** Have pupils look at the first two pictures (saying *Look at the pictures, please!*) and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Encourage some pupils to point to the pictures and say the words in front of the class (saying *Point to the pictures and say, please!*). E.g. 1a: a ball, 1b: a bike.

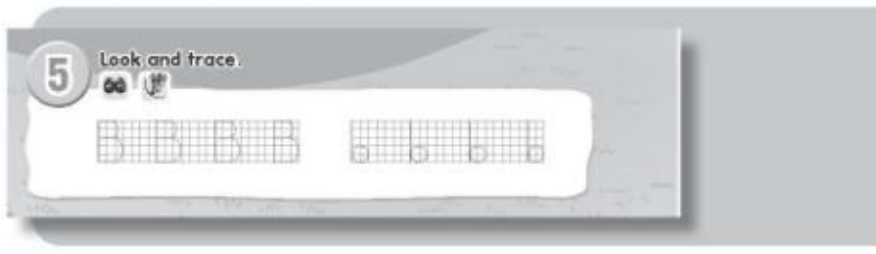
Step 3: Play the recording of the first sentence for pupils to listen. Before playing the recording, say *Now look at the pictures in Question 1. What can you see? Can you see a ball and a bike? Yes, a ball and a bike. Now listen to the recording, please!* Play the recording of the first sentence for pupils to hear. Say *What did you hear? Did you hear "a ball" or "a bike"? Yes, it said "a bike". You heard "a bike".* Point to the tick √ and ask pupils, saying *What do you see? You see a tick? Yes, it's a tick, a tick here to show that the recording said "a bike". After you hear "a bike" and you tick the box b, you give the right answer. So b is the correct answer.*

Step 4: Ask pupils to look at the last two pictures and listen. Say *Now look at the pictures in Question 2. Listen and tick the correct box.* Before playing the recording, say *Are you ready? OK, now listen, please!* Play the recording (several times, if necessary) for pupils to listen and tick the box.

Step 5: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "a ball" or "a book"?* If some pupils say *"a ball"*, let them listen to the recording again, saying *Now listen again, please!* and play the recording. Ask *What did you hear? Did you hear "a ball" or "a book"?* then say *Yes, "a book". So tick the box b.*

Outcome: They can listen, recognise the words and tick the correct box: 2. b

5. Look and trace.



Goal: Pupils will be able to trace the letter *B/b* (upper case and lower case).

Input: The letter *B/b* (upper case and lower case).

Procedure: **Step 1:** Have pupils look at the letter *B* (upper case) and *b* (lower case). Write the upper case *B* and the lower case *b* on the board, saying *Look at the board. What can you see?* Point to the upper case *B* and say *This is the upper case of the letter B.* Then point to the lower case *b* and say *and this is the lower case of the letter b.* Ask pupils to make sure if they recognise the two forms of the letter.

Step 2: Write the upper case *B* and the lower case *b* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case B and the lower case b.* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to trace the letter *B/b*, saying *Now use your pencil to trace the letter B/b.* You can demonstrate by air tracing or tracing the broken lines of the letter *B/b* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *You've done a good job!*

Step 6: If there is enough time, write the letter *B/b* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *B/b* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Greet the class.
- Remind pupils what they have learnt in *Lesson 2*, saying *Well, in Lesson 2, you have learnt to chant with the sound /b/ in the words ball, book and bike; you have listened to tick the correct word you heard.*
- Ask the class to sing the chant or to play the game *Slap the board*, saying *Now let us sing the chant/ play the game Slap the board in Lesson 2.*

- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your books on Page 8. In this lesson, you will learn* ***Listen and repeat***, ***Let's talk***, *and* ***Let's sing***. *Let us start with* ***Listen and repeat***.

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentences *"Hi, I'm Bill."* and *"Bye, Bill."*

Input: - *"Hi, I'm Bill."* is used (by Bill) to greet someone and introduce his name.

"Bye, Bill." is used (by someone) to say goodbye to Bill.

- A picture of Bill greeting and introducing his name.

- A picture of Ba saying goodbye to Bill.

Procedure: **Step 1:** Have pupils look at the first picture, saying *Look at the first picture, please! What is Bill doing? Yes, he's greeting and introducing his name. He says "Hi, I'm Bill".* Play the recording for pupils to listen and repeat, saying *Now listen and repeat, please!*

Step 2: Have pupils look at the sentence *"Hi, I'm Bill.",* saying *Look at the sentence "Hi, I'm Bill.", please!* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 3: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!* Give more support to those pupils who find it difficult to do the task.

Step 4: Invite a few pupils to listen and repeat the sentence *"Hi, I'm Bill."* in front of the class. Correct pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Well done!*

Step 5: Have pupils look at the second picture, saying *Look at the second picture, please! What is the boy doing? Yes, he's saying goodbye to Bill. He says "Bye, Bill."* Play the recording for pupils to listen and repeat.

Step 6: Have pupils look at the sentence *"Bye, Bill."* Point to the sentence and say *Look at the sentence "Bye, Bill.", please!* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 7: Play the recording again and let pupils listen and repeat the sentence *"Bye, Bill."*, saying *Now listen and repeat the sentence "Bye, Bill."* Encourage some pupils to repeat the sentence in front of the class. Go around and praise them if they performed well, saying *Well done!* Correct pronunciation to make sure pupils can repeat correctly the sentence.

Outcome: Pupils can listen and repeat the sentences *"Hi, I'm Bill."* and *"Bye, Bill."* correctly.

7. Let's talk.



Goal: Pupils will be able to greet and introduce their names, using *"Hi, I'm _____."* and to say goodbye to each other, using *"Bye, _____."*

Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"Hi, I'm _____."* Under the bubble is the picture of Bill and his friend (Ba). They are greeting each other and introducing themselves. Part 2 consists of the bubble with *"Bye, _____."* and the picture in which Bill and Ba are saying goodbye to each other.

Procedure: **Step 1:** Have pupils look at the first picture. Say *Look at Picture 1, please!* Point to the boy on the left and ask them *Who is this?* Tell them that he is Bill, saying *He is Bill.* Then point to the boy on the right and ask them *Who is this?* Tell them that he is Ba, saying *He is Ba.*

Step 2: Ask pupils to work in pairs or in groups to practise greeting each other in the name of Bill and Ba, saying *Now help Bill and Ba greet each other. "Hi, I'm _____."; "Hi, I'm _____."* Offer help, if necessary.

Step 3: Have pupils look at the second picture. Say *Look at Picture 2, please!* Point to the boy on the left of the picture and ask pupils to identify who he is, saying *Who is this boy?* Then tell them that he is Ba, saying *He is Ba.* Then point to the boy on the right and ask them *And who is this?* Tell them that he is Bill, saying *He is Bill.* Then select two pupils to act out in front of the class.

Ask pupils to work in pairs or in groups to practise saying goodbye to each other in the name of Bill and Ba, saying *Now practise saying goodbye to each other, please! "Bye, _____."*

Step 4: Ask a few pairs of pupils to introduce themselves, saying *Now introduce yourself to your friends.* E.g. *Hi, I'm _____ (Lan/Nam, ...).* Offer help, if necessary.

Step 5: Ask a few pairs of pupils to say goodbye to each other, saying *Now the pairs practise saying goodbye to each other.* E.g. *Bye, _____ (Lan/Nam, ...).* Offer help, if necessary.

Step 6: Encourage some pairs of pupils to practise introducing themselves and saying goodbye to each other in front of the class. Praise them, saying *Excellent!* if they performed well.

Outcome: Pupils can greet each other and introduce themselves with *"Hi, I'm _____."* and say goodbye to each other with *"Bye, _____."* correctly.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structures *"Hi, I'm _____ ."* and *"Hi, _____. I'm _____."*



Input: There are two verses in the song. The first verse includes two sentences in which Ba and Bill are greeting and introducing themselves. In the second verse, Ba and Bill are greeting and introducing each other.

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the first verse of the song. Say *Now look at the first verse, please!* Check comprehension.

Step 2: Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly. Say *Now listen and repeat, please!*

Step 3: Have pupils read the lyrics to familiarise themselves with the second verse of the song. Say *Now look at the second verse, listen and repeat, please!* Play the recording several times for pupils to repeat to make sure that they can sing the verse correctly. Check comprehension.

Step 4: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song.*

Step 5: Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. If there is time, let them sing the song several times or ask some pupils to sing the song individually. Praise them when they perform well, saying *Excellent!*

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

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VỚI CUỘC SỐNG

Unit 2 In the dining room

Objectives

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

- pronounce the sound of the letter C/*c* in isolation and in the words *cake, car, cat* and *cup* correctly.
- say the sound of the letter *C/c* and the words *cake, car, cat, cup* in a chant.
- recognise the words in different situations when listening.
- use "*I have a* _____." to talk about possession.
- trace the letter *C/c*.
- sing a song with the structure "*I have a* _____."

LESSON 1 (Period 1)

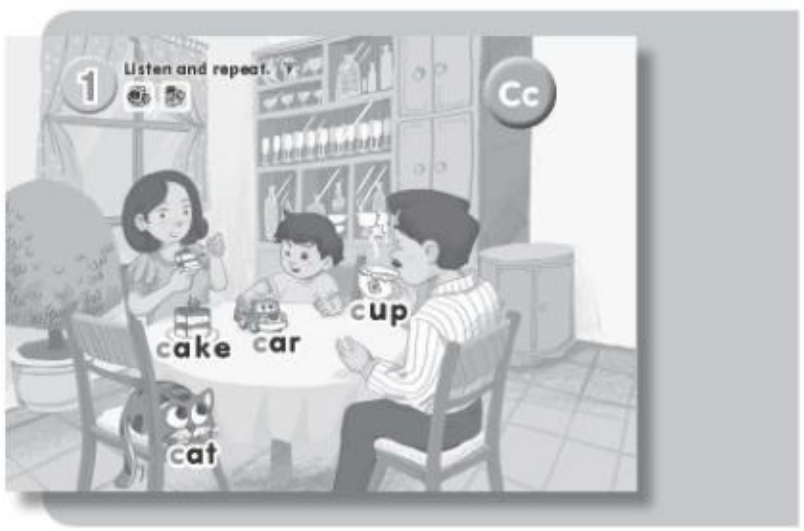
Warm-up

- Ask pupils to greet and introduce themselves, e.g. *Hi, I'm Minh.*
- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 1, Lesson 3* and clap their hands.
- If there is enough time, let pupils play the game *Slap the board*, using the words they have learnt in *Unit 1* (saying *Let's play Slap the board, please!*).
- Have pupils open their books (saying *Open the books, please!*) and look at *Unit 2, Lesson 1* (saying *Look at Unit 2, Lesson 1, please!*).

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *C/c* in isolation and in the words *cake, car, cat* and *cup* correctly.

Input: The picture is about a family having breakfast in the dining room. The mother is eating a cake. The father is holding and drinking a cup of tea and the son is playing with a car. The cat is lying on the chair.



The word *cake* is next to the piece of cake, the word *car* is next to the toy car, the word *cup* is next to the cup, and the word *cat* is next to the cat. The letter *c* in the words *cake, car, cat, cup* is in red.

The sound of the letter *C/c* is the focus of *Unit 2*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Describe the picture. Draw pupils' attention to the letter *C/c*, the words next to the things, the pet and the colour of the letter *C/c* (as mentioned in *Input*). Check comprehension.

Step 2: Get pupils to point to the letter *C/c,* saying *Look at the letter C/c, please!* Then have them listen to the recording and repeat the sound of the letter *C/c,* saying *Listen and repeat, please!*

Step 3: Have pupils point to the cat and/or the word *cat*, listen to the recording and repeat the word *cat,* saying *Listen and repeat, please!* Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*

Step 4: Follow the same procedure with the cake, car, cup. Correct pronunciation, if necessary.

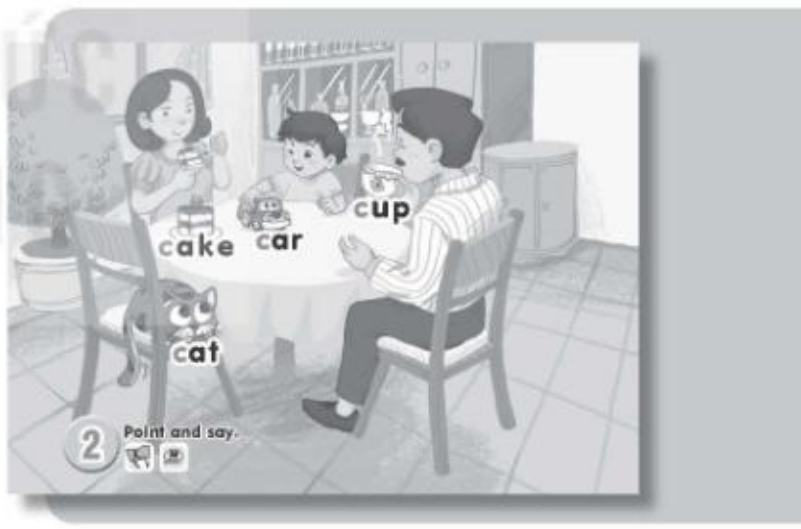
Step 5: Get pupils to listen to the recording again, pointing to the letter *C/c*, the words and the things/pet and repeating until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 6: Invite a few pupils to pronounce the sound of the letter *C/c* and say the words *cake, car, cat, cup* in front of the class. If they performed well, praise them, saying *Well done!*

Outcome: Pupils can listen and pronounce the sound of the letter *C/c* in isolation and in the words *cake, car, cat, cup* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *C/c,* the pet (cat) and things (cake, car, cup) in the picture and say the sound of the letter *C/c*, the words *cake, car, cat* and *cup.*



Input: The same picture in *Activity 1*.

Procedure: **Step 1:** Ask pupils to look at the picture again, saying *Look at the picture, please!* Ask them to describe the picture. Draw their attention to the letter *C/c* and the words they have learnt in *Activity 1*.

Step 2: Get pupils to point to the letter *C/c* and say it, saying *Look at the letter C/c and say, please!* If they pronounced correctly, praise them, saying *Well done!* or *Excellent!*

Step 3: Ask pupils to point to the cake on the table and say the word *cake* as a model (saying *Point and say, please!*). Remind them of the sound of the letter *c* in the word *cake*. Then ask one pupil to point to the cake and to say the word *cake* in front of the class. Check comprehension.

Step 4: Follow the same procedure with other things and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Get pupils to work in pairs or in groups to point to the things in the picture and say the sound of the letter *C/c* and the words. Say *Point and say, please!* Go around to offer help or correct pronunciation, if necessary.

Step 6: Select some pupils to point to the picture and to say the words in front of the class (saying *Well done!* to praise their performance).

Outcome: Pupils can point to the letter *C/c*, the things/pet and say the sound of the letter *C/c* and the words *cake, car, cat, cup* correctly.

Fun corner

If time allows, let pupils play the game *Pelmanism*.

Pelmanism

Goal: Pupils will be able to play the game *Pelmanism*.

Input: There are two sets of cards. One set has four cards with the words they have learnt (*cake, car, cat, cup*) on one side. Each card of the other set (an equal number) has a picture representing one of the words.

Procedure: **Step 1:** Tell pupils about two sets of cards as mentioned in *Input*. Check comprehension.
Step 2: Tell pupils that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension.
Step 3: Put pupils into groups of four and give each group a set of cards. Have the groups shuffle the cards and distribute them face down on the table.
Step 4: Ask each player in turn to select two cards and turn them face up. Say *Are you ready? Now let us play the game.* If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go.
Step 5: The game ends when all the cards are gone.

Outcome: The pupil who gets the most cards at the end of the game is the winner.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1*, point to and say the sound of the letter *C/c* and the words *cake, car, cat, cup*. (You may say *Look at the picture, please!*, *Point to the letter c and say, please!* or *Point to the words and say, please!*)
- Have them play *Pelmanism* again. Draw pupils' attention to the words they have learnt in *Lesson 1*, saying *Let's play Pelmanism, please!*
- Get pupils to open their books and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *C/c* and the words *cake, cat, car, cup* in a chant.

Input: There are two verses in the chant. The letter *C/c*, the words *a cup, a cake, a cat* and *a car* are introduced in the first two lines of both verses. The phrases *a cup and a cake, a cat and a car* are mentioned in the last lines of both verses. The letter *C/c* is in red.



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Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Explain the meaning of each line (as mentioned in *Input*). Draw their attention to the letter *C/c* in the words *cake, cat, car, cup*. Check comprehension.

Step 2: Let them look at the first line of the chant. Play the recording, ask pupils to listen and repeat the sound of the letter *C/c* and the word *a cup,* saying *Look at the letter C/c, listen and repeat, please!* Then have them listen again and repeat the sound of the letter *C/c* and the word *a cup* individually and in chorus. Say *Listen and repeat, please!* If they chanted well, praise them, saying *Well done!* Follow the same procedure with other lines. Correct pronunciation, if necessary. Show them how to chant and clap their hands.

Step 3: Play the recording all the way through again (more than once, if necessary) for pupils to do choral and individual repetition.

Step 4: Put the class into two groups to practise chanting and clapping. Each group should sing one verse of the chant, saying *Chant in groups, please!*

Step 5: If there is enough time, encourage a few groups to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm. If they performed well, praise them, saying *Very good!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.



Input: The activity consists of two questions. Question 1 includes the pictures: a. a cat, b. a car. Question 2 consists of the pictures: a. a cup, b. a cake.

Audio script: 1. A cat 2. A cake

Procedure: **Step 1:** Have pupils look at the pictures (saying *Look at the pictures, please!*) and say what they can see. You may say *Now look at the pictures in Question 1. What can you see? Can you see a cat? Yes, a cat. Can you see a car? Yes, a car.* Draw pupils' attention to the boxes next to the letters *a* and *b*, saying *What do you see? You see a box? Yes, it's a box. Now listen to the recording and tick the correct box.* Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1a: a cat, 1b: a car and/or 2a: a cup, 2b: a cake.

Step 3: Play the recording of the first phrase for pupils to listen, saying *Now listen, please!* Play the recording of the first phrase for pupils to listen again.

Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "a cat " or "a car"?* If some pupils say "a car", let them listen to the recording again, saying *Now listen again, please!* Play the recording and ask *What did you hear? Did you hear "a cat" or "a car"? Yes, "a cat".* Tick the box *a*. So *a* is the correct answer.

Step 5: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen and tick, please!* Play the recording (several times if needed).

Step 6: Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. a cat, 2. a cake. If they said correct words, praise them, saying *Well done!* or *Very good!*

Outcome: They can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look and trace.



Goal: Pupils will be able to trace the letter *C/c* (upper case and lower case).

Goal: The upper case and lower case of the letter *c*.

Procedure: **Step 1:** Have pupils look at the letter *C* (upper case) and *c* (lower case), saying *What can you see? Yes, you can see the C (upper case) and the c (lower case)*. Point to the upper case *C* and say *This is the letter C (upper case)*. Then point to the lower case *c* and say *and this is the letter c (lower case)*. Check comprehension.

Step 2: Write the letter *C* (upper case) and *c* (lower case) in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the letter C (upper case) and c (lower case)*. Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to trace the letter *C/c*, saying *Now trace the letter C/c with your pencil.* You can demonstrate by air tracing or tracing the broken lines of the letter *C/c*. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *Good job!*

Step 6: If there is enough time, write the letter *C/c* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *C/c* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Greet the class.
- Remind pupils of what they have learnt in *Lesson 2*, saying *Well, in Lesson 2, you have learnt to say the sound /k/ in the words cat, cake, car, cup in the chant; you have listened to tick the correct pictures.*
- Ask the class to sing the chant or to play the game *Pelmanism*, saying *Now let us sing the chant/play the game Pelmanism in Lesson 2.*
- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your books on Page 11. In this lesson, you will learn* ***Listen and repeat***, ***Let's talk***, *and* ***Let's sing***. *Let us start with* ***Listen and repeat***.

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6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"I have a car."*

Input: - *"I have a car."* is used to express possession.

- A picture of a boy holding a car in his hand.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please! What's in his hand? Yes, it's a car. He has a car. He says "I have a car." Now listen and repeat, please!* Play the recording for pupils to listen. Explain the meaning of the sentence and how it is used. Check comprehension.

Step 2: Play the recording several times again for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!* Give support to those pupils who find it difficult to do the task.

Step 3: Invite a few pupils to listen and repeat the sentence *"I have a car."* in front of the class. Correct their pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Very well!*

Outcome: Pupils can listen and repeat the sentence *"I have a car."* correctly.

7. Let's talk.



Goal: Pupils will be able to express their possession, using *"I have a _____."*

Input: There are two parts in the activity. In part 1, there is a bubble which contains the structure *"I have a _____."* In part 2, there are four pictures: a. a car, b. a cake, c. a cup, d. a cat.

Procedure: **Step 1:** Have pupils look at the bubble to understand how the language is used (*I have a _____*). Explain the meaning of the sentence, if necessary.

Step 2: Have pupils look at the first picture. Say *Look at Picture a, please!* Point to the car and ask them, saying *What is this?* Tell them that *It's a car.* Then point to the bubble and the car and say *I have a car.*

Step 3: Ask pupils to say the sentence *"I have a car."* in chorus and individually (*Now, point to Picture a and say "I have a car"*). If they said the sentence correctly, praise them *Well done!* Correct pronunciation, if necessary.

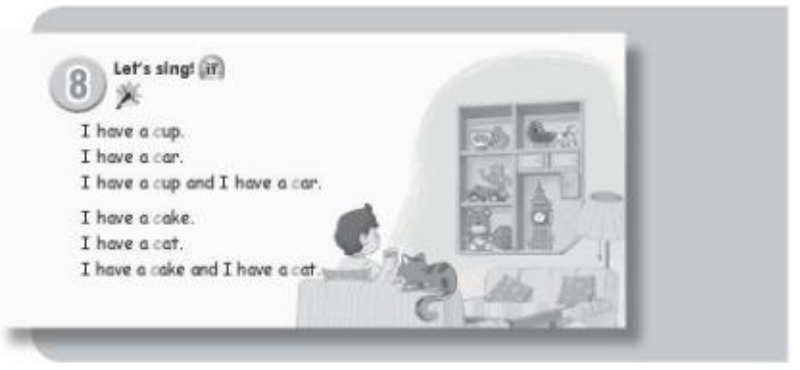
Step 4: Follow the same procedure with Pictures *b, c, d*. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Ask a few pupils to point to the pictures and say *"I have a _____."*, saying *Now practise saying what you have.* Offer help, if necessary.

Step 6: Invite some pairs of pupils to practise pointing to the pictures or flashcards and say what they have in front of the class. Praise them, saying *Excellent!* if they performed well.

Outcome: Pupils can express possession correctly and confidently.

8. Let's sing!



Goal: Pupils will be able to sing a song with the structure *"I have a _____."*

Input: There are two verses in the song. The first verse includes the sentences *"I have a cup./I have a car."* and *"I have a cup and I have a car."* In the second verse, the sentences *"I have a cake./I have a cat."* and *"I have a cake and I have a cat."* are introduced.

Procedure: **Step 1:** Have pupils look at the first line of the lyrics. Explain the meaning of the structure *"I have a _____."* Then ask them to read the sentence aloud, saying *Read aloud, please!* Check comprehension, if necessary.

Step 2: Play the recording of the first line several times for pupils to listen and repeat, saying *Now listen and repeat, please!*

Step 3: Follow the same procedure with other lines. Correct pronunciation and the tune, the rhythm and the melody of the first verse of the song, if necessary.

Step 4: Play the recording all the way through for pupils to listen, to sing and clap their hands. Offer help, if necessary. If they sang well, praise them *Excellent!*

Step 5: Invite some pupils to sing the song in front of the class. The rest of the class sings along and claps their hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

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Fun time 1

General description

This section aims to provide pupils with some fun time after *Unit 1* and *Unit 2*. It also serves as a chance for them to revise what they have learnt in these units via different fun activities and games. Each *Fun time* is taught in two lessons.

- In *Lesson 1*, *Activity 1* and *Activity 2* are carried out. *Activity 1* aims at revising some words learnt in the units. *Activity 2* in the form of a popular game helps pupils remember the upper case *B* and *C*, lower case *b* and *c*.
- In *Lesson 2*, *Activity 3* and *Activity 4* are covered. *Activity 3* once again creates an opportunity for pupils to identify and read some words. In *Activity 4*, pupils play another game to help them use the structures learnt in the two units.

Objectives

By the end of *Fun time 1*, pupils will be able to:

- identify some learnt words and say them with correct pronunciation.
- imitate the upper case and lower case *B/b* and *C/c*, using body positions.
- read the learnt words (*book, cup, ball, cat*).
- make a short exchange, using the structures *"Hi, I'm _____."* and *"I have a _____."*

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LESSON 1 (Period 1)

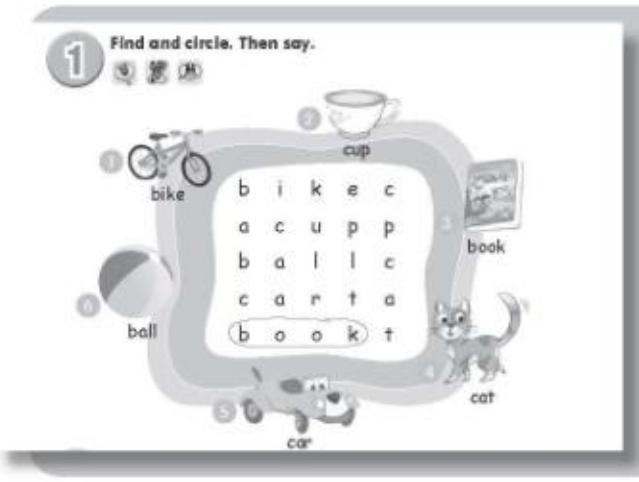
Warm-up

- Ask pupils to work in pairs to say the words they have learnt in *Unit 1* and *Unit 2*, saying *Say the words you have learnt, please!*
- Have pupils open their books and look at *Fun time 1*, saying *Open the books on Page 12 and look at Fun time 1, please!*

1. Find and circle. Then say.

Goal: Pupils will revise the words *bike, cup, book, cat, car, ball.*

Input: A word search with six pictures around. Under each picture is a word indicating the thing/pet in the picture.



Procedure: **Step 1:** Have pupils look at the pictures and say the words, saying *Look and say, please!*

Step 2: Ask pupils to look at the word search, find and circle the words in it individually. Then say the words. Explain how to do the task, saying *Find and circle the words in the word search. Then say the words. The words can go across or down.* Model with the first word if necessary. Give further support to those pupils who find it difficult to do the task.

Step 3: Have pupils exchange their answers in pairs or groups. Ask them to point to the words and say them until they feel confident. Go around and give further support to those pupils who find it difficult to do the task.

Step 4: Call some pupils to show the circled words and say them in front of the class.

Extended activity: After the pupils find the words and pronounce them, organise a short game. Divide the class into two teams. Call one pupil from each team to go to the board. Call out a word and the two pupils have to write them on the board. Give a point to each correct word. Pupils from the team take turns to write the words.

Outcome: Pupils can find, circle and say the six words in the word search correctly.



2. Let's play.

Simon says

Goal: Pupils will revise the upper case and lower case *B/b* and *C/c* through the game *Simon says,* using their body positions.



Input:

- Four boys showing different body positions. These positions show the upper case and lower case *B/b* and *C/c*.
- Four commands can be used in the game:

  Simon says show me a big B.

  Simon says show me a little b.

  Simon says show me a big C.

  Simon says show me a little c.

Procedure: **Step 1:** Have pupils look at the pictures. Explain how the game is played: *Teacher gives a command which begins with Simon says... and pupils have to use their body positions to show the letters. The pupils who make the wrong position will be out of the game.* Check pupils' understanding of the instruction by getting one pupil to repeat what they have to do.

Step 2: Model the position of the first letter. Instruct pupils to imitate each position. Help them practise this position until they can remember. Follow the same procedure with the other letters. Give further support to those pupils who find it difficult to do the task.

Step 3: Have the whole class play the game. Call one or two pupils to be the observer of the game. Give out the commands and monitor pupils to play the game. The pupils who cannot show the right position will be out and become the observers.

Step 4: Divide the class into two teams. Each team plays the game. Give stars/points to the winner.

With a better class, after the pupils become experts at the game, you can increase the difficulty. A command starting with *Simon says* means the pupils must obey that command. A command without the beginning *Simon says* means do not do this action. Anyone who breaks one of these two rules is eliminated from the game. Pupils can also give the commands for other pupils to play.

Outcome: Pupils can play the game successfully by showing the correct body position for each letter.

LESSON 2 (Period 2)

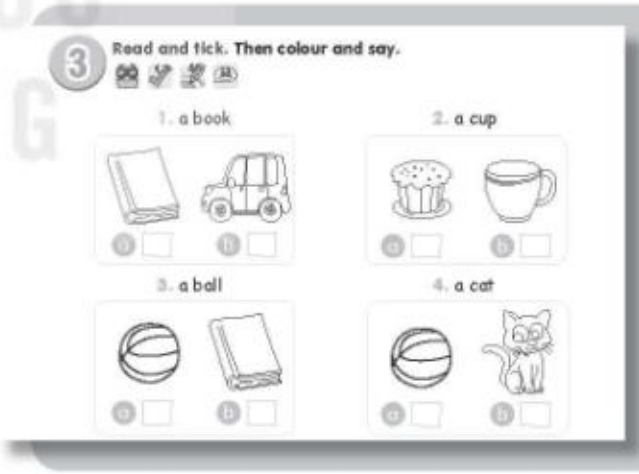
Warm-up

- Greet the class by saying *Hi!*
- Have pupils play the game *Simon says* instructed in the previous lesson, saying *Let's play Simon says, please!*
- Ask them to open their books on Page 13, saying *Open the books on Page 13, please!*

3. Read and tick. Then colour and say.

Goal: Pupils will be able to identify the words they have learnt and read them aloud.

Input: The activity consists of four questions. Each question includes a phrase and two pictures *a* and *b*.



Procedure: **Step 1:** Have pupils read the words in the first question, saying *Read the words, please!* Have them look at the pictures and ask them *What can you see in the pictures?* Have them point to each picture and say the words (e.g. a. a book, b. a car). Ask them to tick the correct picture, saying *Tick the correct picture, please!*

Step 2: Have them colour the correct picture, e.g. a book, saying *Colour the book, please!* Then have them say the words *a book*.

Step 3: Follow the same procedure with Questions 2, 3 and 4. Give further support to those pupils who find it difficult to do the task.

Step 4: Get pupils to check their answers in pairs. Then ask some pairs to give their answers. Give comments and confirm the correct answers.

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Step 5: Call on some pupils to read the words in front of the class.

With a better class, ask pupils to work in pairs and practise writing the words in two minutes. Then show picture cards and ask some pupils to go to the board and write the words.

Outcome: Pupils can identify the words, colour the appropriate pictures and say the words correctly: 1. a 2. b 3. a 4. b.

4. Let's play.

A happy circle



Goal: Pupils will revise the structures *"Hi, I'm _____."* and *"I have a _____."*

Input: Flashcards of the words they have learnt (*book, bike, ball, cat, cake, car, cup*).
Structures *"Hi, I'm _____."* and *"I have a _____."*

Procedure: **Step 1:** Have pupils look at the picture and read the sentences, saying *Look at the picture and read the sentences, please!*

Step 2: Explain the rule of the game: *A group of pupils make a circle. The teacher gives each pupil a card with a picture. Two pupils will play first Pupil A greets, introduces his/her name and says what he/she has in the card by saying Hi, I'm _____. I have a _____. Pupil B does the same as Pupil A. After that, pupil B points to any pupil in the circle and he/she does the same. The last pupil in the circle shouts out "Happy" when he/she finishes his/her turn.*

Step 3: Model the game with one pupil.

Step 4: Have pupils play the game in groups of five or six. Support and give them help, when necessary.

Step 5: Ask the whole class to play the game if the time allows. This time pupils can point to any pupil they like in the class.

If there is some time left, help pupils to create a chant with the sentences. Then the class will sing the chant and clap their hands. E.g:

Hi, I'm Ba. I have a car.

Hi, I'm Bill. I have a cat.

Outcome: Pupils can play the game successfully. They can say the sentences correctly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 3 At the street market

Objectives

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

- pronounce the sound of the letter *A/a* in isolation and in the words *apple, bag, can, hat* correctly.
- say the sound of the letter *A/a* and the words *apple, bag, hat, cat* in a chant.
- recognise the words in different situations when listening.
- use "*This is my _____.*" to introduce things.
- trace the letter *A/a*.
- sing a song with the structures "*Hi, I'm _____. This is my _____.*"

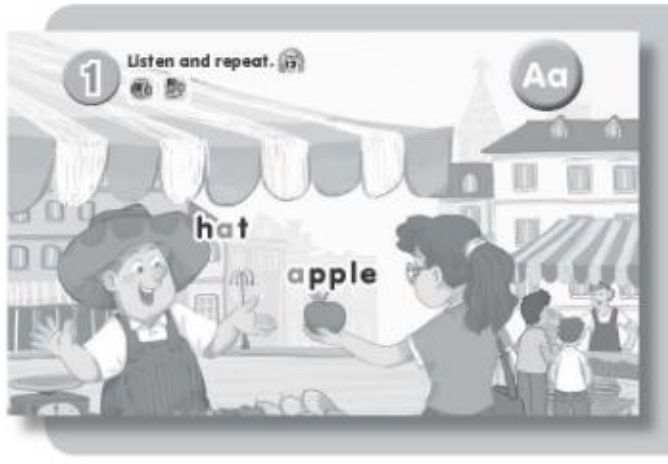
LESSON 1 (Period 1)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 2, Lesson 3, Activity 8* and clap their hands.
- If time allows, let pupils play the game *Pelmanism*, saying *Let's play Pelmanism, please!*
- Have pupils open their books and look at *Unit 3, Lesson 1*, saying *Open the books and look at Unit 3, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *A/a* in isolation and in the words *apple, bag, can, hat* correctly.



Input: The picture is about a market on the street. A girl (Ann) and her mother are standing next to the fruit stall. There are some kinds of fruit on the stall including the red apples.

Ann is wearing a bag and holding a can. Her mother is holding an apple. The seller is wearing a hat.

The word *apple* is next to the apple, the word *bag* is next to the bag, the word *can* is next to the can. The word *hat* is next to the hat. The letter *a* in the words *apple, bag, can* and *hat* is in red.

The sound of the letter *A/a* is the focus of *Unit 3*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and answer some questions such as *Who are they? Where are they?* and *What are they doing?* Draw pupils' attention to the words next to the things and the colour of the letter *A/a* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *A/a*. Have them listen and repeat the sound of the letter *A/a*, saying *Listen and repeat, please!* more than once, if necessary.

Step 3: Tell pupils to point to the hat and the word *hat*, saying *Point to the hat and the word "hat"*. Ask them to listen and repeat the word, saying *Listen and repeat, please!* Then play the recording again, if necessary, for pupils to do choral and individual repetition. Correct pronunciation, if necessary.

Step 4: Repeat the same procedure with the words *apple, bag* and *can*. Correct pronunciation, if necessary.

Step 5: Play the recording again and have them listen, point to the letter *A/a* and the words *apple, bag, can, hat* and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task.

Step 6: Call a few pupils to pronounce the sound of the letter *A/a* and say the words *apple, bag, can, hat* in front of the class (you may say *Great!* when they perform well).

Outcome: Pupils can listen and pronounce the sound of the letter *A/a* in isolation and in the words *apple, bag, can, hat* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *A/a*, the things (apple, bag, can, hat) in the picture and say the sound of the letter *A/a* and the words *apple, bag, can, hat*.



Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 14, please!* Ask them to describe the picture. Draw their attention to the letter *A/a* and the things, if necessary.

Step 2: Get them to point to the letter *A/a* and say it, saying *Point to the letter A/a and say, please!*

Step 3: Ask pupils to point to the apple and say the word *apple* as a model, saying *Point and say, please!* Remind them of the sound of the letter *a* in the word *apple*. Then ask one pupil to point to the apple and to say the word *apple* in front of the class. Correct pronunciation, if necessary.

Step 4: Follow the same procedure with other things. Go around and correct pronunciation, if necessary.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *A/a*, the things and say the sound of the letter *A/a* and the words. Go around, offer help and correct pronunciation, if necessary.

Step 6: Invite a few pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *A/a*, the things and say the sound of the letter *A/a* and the words *apple, bag, can, hat* correctly.

Fun corner

If time allows, let pupils play the game *Hot seat*.

Hot seat

Goal: Pupils will revise the words they have learnt through the game *Hot seat*.

Input: The words in the previous units and the words learnt in *Unit 3* (*apple, can, bag, hat*).

Procedure: **Step 1:** Tell pupils that they are going to play the game *Hot seat*. Explain how the game is played (as mentioned in the steps below). Check comprehension.

Step 2: Divide the class into teams of four pupils. Call one pupil from each team to sit on the "hot seat", facing the classroom with the board behind.

Step 3: Write a word on the board, e.g. *bag*. Ask one of the team members to describe it to help the pupil on the "hot seat" guess the word.

Step 4: Continue until each team member has described a word to the pupil on the "hot seat". Give one star for each right word. The team gets more stars will win.

Outcome: Pupils can play the game and revise the words in the previous units and those in *Unit 3*.

LESSON 2 (Period 2)

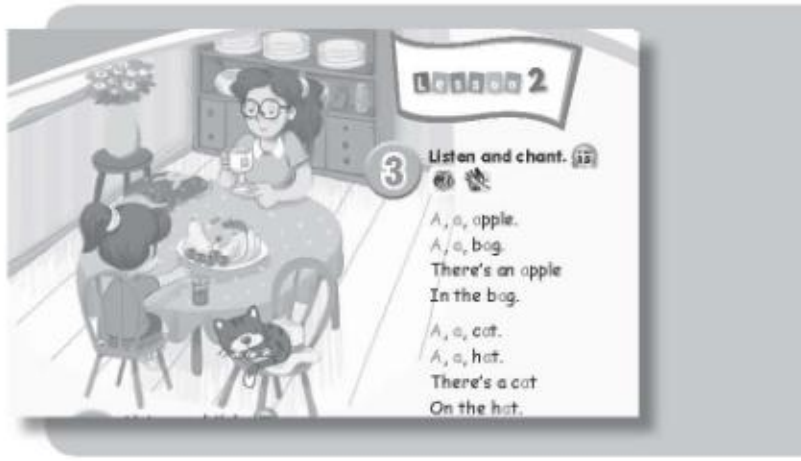
Warm-up

- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *A/a* and the words *apple, bag, can, hat*. (You may say *Look at the picture and say, please!* or *Point to the words and say, please!*)
- If time allows, have pupils play the game *Hot seat* again. Draw their attention to the words they have learnt in *Lesson 1*.
- Get pupils to open their books and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *A/a* and the words *apple, bag, cat, hat* in a chant.

Input: There are two verses in the chant. The letter *A/a*, the words *apple* and *bag* are introduced in the first verse. The letter *A/a*, the words *cat* and *hat* are in the second one. The structure "*There's a/an _____*." is introduced in the both verses. The letter *A/a* is in red.



Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning. Ask them to pay attention to the letter *A/a* and the word *apple*. Check comprehension.

Step 2: Let them look at the first line of the chant. Play the recording for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!*

Step 3: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Now listen and repeat, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and chant, please!*

Step 6: Put the class into two groups to practise chanting and clapping. Each of the groups should sing one verse of the chant. If there is enough time, invite some groups to the front of the class to chant and clap their hands. The rest of the class may clap their hands along to the rhythm (You may say *Excellent!* when they perform well).

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions. Question 1 includes the pictures: a. a can, b. an apple. Question 2 consists of two pictures: a. a bag, b. a hat.

Audio script: 1. A can 2. A hat

Procedure: **Step 1:** Have pupils point to the pictures of Question 1 and say what they can see. Then ask them to point to the pictures and say the words, saying *Point and say, please!* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1a: a can, 1b: an apple.

Step 3: Play the recording of the first phrase for pupils to listen. Before playing the recording, say *Now look at the pictures in Question 1. What can you see? Can you see a can and an apple? Yes, a can and an apple. Now listen, please!* Play the recording of the first phrase for pupils to hear.

Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "a can" or "an apple"? Yes, it said "a can". So tick the box a.*

Step 5: Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task.

Step 6: Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. a can, 2. a hat.

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look and trace.



Goal: Pupils will be able to trace the letter *A/a* (upper case and lower case).

Input: The upper case and lower case of the letter *A/a*.

Procedure: **Step 1:** Have pupils look at the letter *A* (upper case) and the letter *a* (lower case). Write the upper case *A* and the lower case *a* on the board, saying *Look at the board. What can you see? Yes, you can see the upper case A and the lower case a.* Point to the upper case *A* and say *This is the upper case A.* Then point to the lower case *a* and say *and this is the lower case a.* Ask some pupils to make sure if they recognise the two forms of the letter.

Step 2: Write the upper case *A* and the lower case *a* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case A and the lower case a.* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Ask pupils to trace the letter *A/a*, saying *Now use your pencil to trace the letter A/a.* You can demonstrate by air tracing or tracing the broken lines of the letter *A/a* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *Good job!*

Step 6: If there is enough time, write the letter *A/a* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *A/a* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the chant in *Lesson 2* and clap their hands, saying *Sing the chant, please!*
- If there is enough time, let them play the game *Hot seat*, using the words *apple, bag, can* and *hat*.
- Have pupils open their books and look at *Lesson 3*, saying *Open the books and look at Lesson 3, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"This is my bag."*

Input: - *"This is my bag."* is used to introduce a thing.
- A picture of a girl pointing to her bag.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Point to the girl, saying *Who is this? It's a girl.* Point to the bag, saying *What is this? It's a bag.* Point to the sentence, saying *This is my bag.* Play the recording for pupils to listen.

Step 2: Play the recording several times again for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Ask pupils to point to the sentence and say it, saying *Point and say, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Invite a few pupils to listen and repeat the sentence *"This is my bag."* in front of the class. Correct pronunciation, if necessary or praise them if they said the sentence correctly, saying *Well done!*

Outcome: Pupils listen and repeat the sentence *"This is my bag."* correctly.

7. Let's talk.

Goal: Pupils will be able to introduce the things they have, using *"This is my _____."*

Input: There are two parts in the activity. In part 1, there is a bubble which contains the structure *"This is my _____."* In part 2, there are four pictures: a. a bag, b. a hat, c. an apple, d. a can.



Procedure: **Step 1:** Show a real bag (or a flashcard of a bag) and ask pupils to look at it, saying *Look at the bag, please!* and say *This is my bag*. Let them listen and repeat the sentence twice, saying *Listen and repeat, please!*

Step 2: Have pupils look at the bubble (*This is my _____.*) to understand how the language is used. Explain the meaning of the sentence, if necessary.

Step 3: Ask them to look at the pictures to identify the things they may possess. Then let them point to the pictures and say the words, saying *Point and say, please!* Check comprehension.

Step 4: Point to Picture *a* and model the task, using the expression in the bubble and the word in the picture. E.g. *This is my bag*.

Step 5: Ask pupils to say the sentence *This is my bag* in chorus and individually. Correct pronunciation, if necessary.

Step 6: Follow the same procedure with Pictures *b, c, d* by getting pupils to point to the pictures and say what they have. Give further support to those pupils who find it difficult to do the task.

Step 7: If time allows, invite some pupils to point to the pictures and say the sentences in front of the class (saying *Well done!* if they performed the task well).

Outcome: Pupils can introduce the things they possess, using *"This is my _____."* correctly.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structures *"Hi, I'm _____."* and *"This is my _____."*

Input: There are two verses in the song. The first one includes three lines with the structure *"Hi, I'm _____."* In the second verse, the structure *"This is my _____."* is used with the words *apple, hat, bag* and *can*.



Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the first verse of the song, saying *Now look at the first verse, please!* Check comprehension.

Step 2: Play the recording several times for pupils to repeat the verse, line after line, to make sure that they can sing the verse correctly.

Step 3: Follow the same procedure with the second verse of the lyrics.

Step 4: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song, saying *Now listen to the whole song.*

Step 5: Let pupils practise singing the song. Help them to sing the song line by line first. Then help them to sing the whole song. If there is enough time, let them sing the song several times or ask some pupils to sing the song individually. Praise them when they perform well.

Step 6: Have class sing the whole song and clap their hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 4 In the bedroom

Objectives

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

- pronounce the sound of the letter *D/d* in isolation and in the words *desk*, *dog*, *door*, *duck* correctly.
- say the sound of the letter *D/d* and the words *desk, dog, door, duck* in a chant.
- recognise the words in different situations when listening.
- use "*This is a* _____." to introduce something.
- trace the letter *D/d*.
- sing a song with the structures "*This is a* _____. *It's on/near the* _____."

LESSON 1 (Period 1)

Warm-up

- Greet the class, saying *Hi, class*. Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 3, Lesson 3, Activity 8* and clap their hands, saying *Let's sing the song, please!*
- If there is enough time, let them play the game *Pelmanism*, using the words they have learnt in *Unit 3*, saying *Let's play Pelmanism, please!*
- Have pupils open their books and look at *Unit 4, Lesson 1*, saying *Open the books and look at Unit 4, Lesson 1, please!*

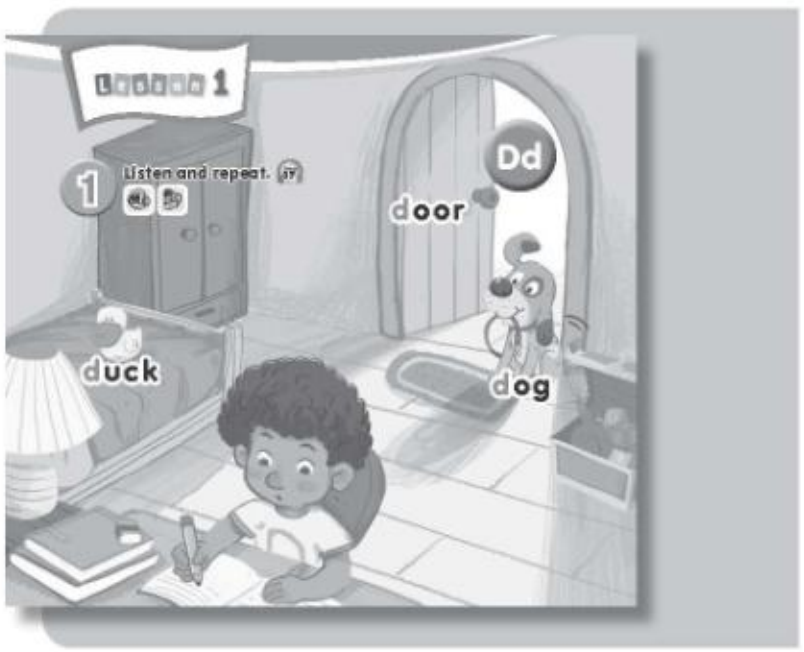
1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *D/d* in isolation and in the words *desk, dog, door, duck* correctly.

Input: The picture is about Dan's bedroom. Dan is learning at the desk. There is a duck on the bed. The bedroom door is open and at the doorway, there is a dog.

The word *desk* is next to the desk, the word *dog* is next to the dog, the word *door* is next to the door and the word *duck* is next to the duck.

The letter *d* in the words *desk*, *dog*, *door* and *duck* is in red.



Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the letter *D/d,* the words next to the things/pet and the colour of the letter *d* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *D/d*, saying *Look at the letter D/d.* Have them listen and repeat the sound of the letter *D/d* (saying *Listen and repeat, please!*) more than once, if necessary.

Step 3: Tell pupils to point to the door and the word *door*, saying *Point to the door/ the word "door".* Ask them to listen and repeat the word, saying *Listen and repeat, please!* Then play the recording again, if necessary, for pupils to do choral and individual repetition. Correct pronunciation, if necessary.

Step 4: Repeat the same procedure with the words *desk, dog* and *duck*. Correct pronunciation, if necessary.

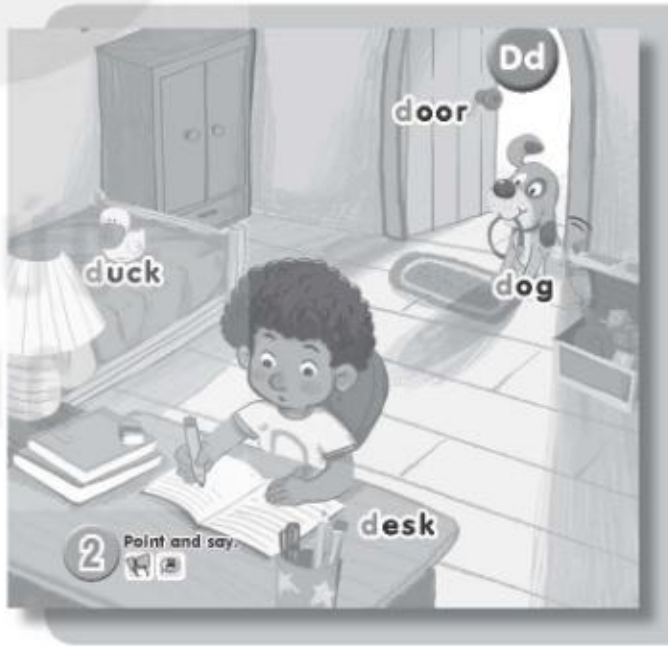
Step 5: Play the recording again and have them listen, point to the letter *D/d* and the words *desk, dog, door, duck* and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task.

Step 6: Play the recording again and call a few pupils to say the sound of the letter *D/d* and the words *desk, dog, door, duck* in front of the class, saying *Well done!* when they perform well.

Outcome: Pupils can pronounce the sound of the letter *D/d* in isolation and in the words *desk, dog, door, duck* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *D/d*, the things/pet (*desk, dog, door, duck*) in the picture and say the sound of the letter *D/d* and the words *desk, dog, door, duck.*



Input: The same picture as mentioned in *Activity 1.*

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 17, please!* Ask them to describe the picture. Draw their attention to the letter *D/d* and the things/pet, if necessary.

Step 2: Get them to point to the letter *D/d* and say it, saying *Point to the letter D/d and say, please!*

Step 3: Ask them to point to the door and say the word *door,* saying *Point to the door and say "door", please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with other things. Go around and correct pronunciation, if necessary.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *D/d*, the things/pet and say the sound of the letter *D/d* and the words. Go around, offer help and correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *D/d*, the things/pet and say the sound of the letter *D/d*, the words *desk, dog, door, duck* correctly.

Fun corner

If time allows, let pupils play the game *Red words, green words*.

Red words, green words

Goal: Pupils will be able to say the words learnt.

Input: A large pack of vocabulary cards (using the words in the previous units). Write most of the words in green and the words *desk, dog, door, duck* in red.

Procedure: **Step 1:** Place all of the vocabulary cards face down in two lines between the two teams. Each team has three representatives.

Step 2: Tell pupils how the game is played: *Divide the class into two teams. Each team has three pupils. There are two rows of word cards in green and red. The words in Unit 4 are red and the words in the previous units are green. Pupils take turn to take cards and read the words. They only win when pronouncing the words correctly and keep the cards. The team with the most cards is the winner.* Check comprehension. Say *Can you see the cards? OK, now let's play the game.*

Step 3: The first player picks a card from the top of the line. If the card is green and the player can read the word, he/she holds the card and picks another card. If the player can't read the green word, you may offer help. The player repeats the word and places the card on the bottom of the line. Then, it's the next player's turn.

Step 4: Players continue picking the cards and reading the words until a red card is turned up. If the player can read the word in the red card, he/she keeps all of the cards that are read. If the word in the red card can't be read correctly, all of the cards that the player has read on that turn are placed to the bottom of the line.

Step 5: Invite another group of three pupils to play the game. The game ends when there are no more cards to read. The team that holds most of the cards will be the winner.

Outcome: Pupils can say all the learnt words correctly.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *D/d* and the words *desk, dog, door, duck*. (You may say *Look at the picture, please! Point to the letter D/d and say, please!* and *Point to the words and say, please!*)
- Have them play the game *Red words, green words* again. Draw pupils' attention to the words they have learnt in *Lesson 1*, saying *Let's play the game Red words, green words, please!*
- Get pupils to open the book and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *D/d* and the words *desk, dog, door, duck* in a chant.

Input: There are two verses in the chant. The letter *D/d* and the phrases *a duck*, *a dog* are introduced in the first verse. The letter *D/d* and the phrases *a door*, *a desk* are in the second verse. The letter *D/d* is in red.

Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning. Ask them to pay attention to the letter *D/d* and the word *duck*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!*

Step 3: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Now listen and repeat, please!*

Step 4: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen to the recording and chant, please!* Go around and offer help, if necessary.

Step 6: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

***Extra activity*:** If there is enough time, ask pupils to look at the picture in *Activity 3* and find the items that are in the chant.

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions in this activity. Question 1 includes the pictures: a. a dog, b. a duck.

Question 2 includes the pictures: a. a door, b. a desk.

Audio script: 1. This is a dog. 2. This is a desk.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1, saying *Look at the pictures, please!* and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1a: a dog, 1b: a duck.

Step 3: Play the recording of the first sentence for pupils to listen. Before playing the recording, saying *Now look at the pictures in Question 1. What can you see? Can you see a dog and a duck? Yes, a dog and a duck. Now listen to the recording, please!* Play the recording of the first sentence several times, if necessary, for pupils to hear.

Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "This is a dog" or "This is a duck"?* If some pupils say *"This is a duck"*, let them listen to the recording again, saying *Now listen again, please!* Play the recording and ask *What did you hear? Did you hear "This is a dog" or "This is a duck"? Yes, "This is a dog". So tick the box a.*

Step 5: Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task.

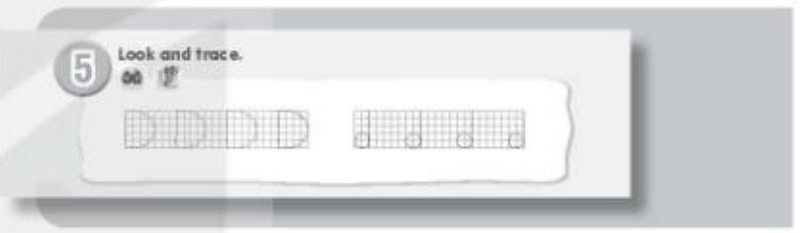
Step 6: Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. This is a dog, 2. This is a desk.

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look and trace.

Goal: Pupils will be able to trace the letter *D/d* (upper case and lower case).

Input: The letter *D/d* (upper case and lower case).



Procedure: **Step 1:** Have pupils look at the letter *D* (upper case) and the letter *d* (lower case). Write the upper case *D* and the lower case *d* on the board, saying *Look at the board. What can you see? Yes, you can see the upper case D and the lower case d.* Point to the upper case *D* and say *This is the upper case of the letter D.* Then point to the lower case *d* and say *and this is the lower case of the letter d.* Ask some pupils to make sure if they recognise the two forms of the letter.

Step 2: Write the upper case *D* and the lower case *d* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case D and the lower case d, but they are written in broken lines.* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to trace the letter *D/d*, saying *Now use your pencil to trace the letter D/d.* You can demonstrate by air tracing or tracing the broken lines of the letter *D/d* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *You've done a good job!*

Step 6: If there is enough time, write the letter *D/d* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *D/d* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Remind pupils of what they have learnt in *Lesson 2*, saying *You have learnt to chant with the sound /d/ in the words desk, dog, door and duck; you have listened to tick the correct word you heard.*
- Ask the class to sing the chant or to play the game *Red words, green words*, saying *Now let's play the game Red words, green words in Lesson 2.*
- Tell pupils to open their books and look at *Lesson 3*, saying *Now open your books on Page 19, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"This is a dog."*

Input: - The sentence *"This is a dog."* is used to introduce something.
- A picture of a boy pointing to a dog.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Point to the dog, saying *This is a dog.* And then have pupils look at the sentence *"This is a dog."*, saying *Look at the sentence "This is a dog.", please!* Explain the meaning of the sentence and how it is used. Check comprehension. You may show a flashcard of a dog and ask pupils to look at it, saying *Look at the picture/the flashcard, please!* and say *"This is a dog"*.

Step 2: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Ask pupils to point to the sentence and say it, saying *Point and say, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Invite a few pupils to listen and repeat the sentence *"This is a dog."* in front of the class. (You may elicit the pupils to say the sentence *"This is a ____."* with the other things they have learnt, e.g. a bag, a hat, a book, ...) Correct pronunciation, if necessary or praise them if they said the sentence correctly, saying *Well done!*

Outcome: Pupils can listen and repeat the sentence *"This is a dog."* correctly.

7. Let's talk.



Goal: Pupils will be able to introduce something, using *"This is a _____."*

Input: There are two parts in the activity. In part 1, there is a bubble which contains the structure *"This is a ____."* In part 2, there are four pictures: a. a dog, b. a duck, c. a door, d. a desk.

Procedure: **Step 1:** Have pupils look at the first picture. Say *Look at Picture a, please!* Point to the dog and ask them *What is this?* The pupils may answer *"a dog"*. Tell them to introduce a dog in English, saying *"This is a dog"*.

Step 2: Point to Picture a and model, using the expression in the bubble and the word for the picture. E.g. *"This is a dog."*

Step 3: Ask pupils to point to Picture *a* and say the sentence *"This is a dog."* in chorus, saying *Let's point to Picture a and say "This is a dog", please!* Correct pronunciation, if necessary.

Step 4: Ask them to look at the pictures to identify the other things, saying *Look at Pictures b, c, d, please!* Then let them point to the pictures and say the words, saying *Point and say, please!* Check comprehension.

Step 5: Ask pupils to work in pairs or in groups to practise introducing things to each other, saying *"This is a ____."* Give further support to those pupils who find it difficult to do the task.

Step 6: Select some pairs of pupils to practise introducing things to each other in front of the class. Praise them, saying *Excellent!* if they performed well.

Outcome: Pupils can use the structure *"This is a ____."* to introduce something correctly.

8. Let's sing!



Goal: Pupils will be able to sing a song with the structures *"This is a ____."* and *"It's on/near the ____."*

Input: There are three verses in the song. The first one includes two sentences about a duck on the desk. The second verse consists of two sentences about a dog near the door. In the third one, the two sentences are about a desk near the window.

Procedure:

Step 1: Have pupils read the lyrics to get familiarised with the first verse of the song, saying *Now look at the first verse, please!* Check comprehension.

Step 2: Have pupils look at the lines of the first verse. Explain the meaning of the structures *"This is a ____. It's on the ____."* Then ask them to read the sentences aloud.

Step 3: Play the recording several times for pupils to repeat the verse, line after line, to make sure that they can sing the verse correctly.

Step 4: Follow the same procedure with the second and the third verse of the lyrics.

Step 5: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song, saying *Now listen to the whole song.*

Step 6: Let pupils practise singing the song. Help them to sing the song line by line first. Then help them to sing the whole song. If there is enough time, let them sing the song several times or ask some pupils to sing the song individually. Praise them when they perform well.

***Extra activity*:** If there is enough time, ask pupils to look at the picture in *Activity 8* and find the items that are in the song.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

Review 1

Objectives

By the end of *Review 1*, pupils will revise:

Phonics: the sound of the letters *b, c, a, d*

Vocabulary: *ball, bike, Bill, book*
cake, car, cat, cup
apple, bag, can, hat
desk, dog, door, duck

Structures:

Hi, I'm _____. (greeting and introducing someone's name)

Bye, _____. (saying goodbye)

I have a _____. (talking about possession)

This is my _____. (introducing someone's thing)

This is a _____. (introducing something)

Phil and Sue

Warm-up

- Remind pupils of the names of the topics they have learnt from *Unit 1* to *Unit 4*.
- If time allows, have them play a game (e.g. *Slap the board, Pelmanism* or *Hot seat*) with the words they have learnt in the previous units.
- Have them open the books and look at the story *Phil and Sue*, saying *Open your books and look at the story Phil and Sue, please!*

1. Listen and repeat.

Goal: Pupils will be able to listen and repeat the story.

Input: The picture of Phil and Sue greeting and introducing themselves.

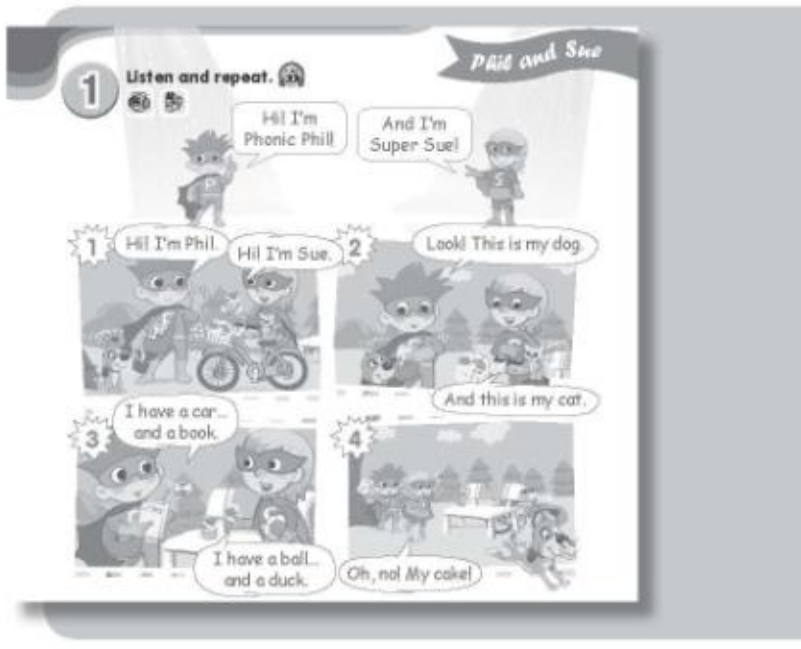
The four pictures of the story:

Picture 1. Phil and Sue are greeting each other and introducing themselves.

Picture 2. Phil and Sue are introducing their pets.

Picture 3. Phil and Sue are talking about their things.

Picture 4. While Phil and Sue are talking about their things, Phil's dog catches Sue's cake and runs away.



Procedure: **Step 1:** Have pupils look at the picture of the boy, the girl and the speech bubbles. Introduce the two new characters Phil and Sue and help pupils identify them (their names, genders, clothes,...) by asking them some questions such as *Who's the boy? Who's the girl? What are they doing?* Check comprehension.

Step 2: Have pupils look at Picture 1 (saying *Look at Picture 1, please!*) and describe the picture. Draw pupils' attention to the boy (Phil), the girl (Sue) and the bubbles (as mentioned in *Input*).

Step 3: Play the recording several times for pupils to listen and repeat the bubbles, saying *Now listen, point to the sentences and repeat, please!* Check comprehension.

Step 4: Repeat the same procedure with Pictures 2, 3 and 4. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

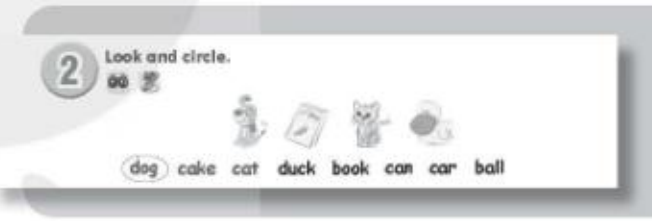
Step 5: Play the recording of the whole story several times and have pupils listen, point to the speech bubbles and repeat until they feel confident. Go around and offer help, if necessary.

Step 6: Play the recording again and invite some pairs of pupils to listen to the recording and repeat the story in front of the class. Say *Well done!* when they perform well. Encourage them to use gestures, face expressions,... when they repeat the story.

Outcome: Pupils can listen and repeat the story with correct pronunciation, stress and intonation.

2. Look and circle.

Goal: Pupils will be able to identify the words for the pictures by circling them.



Input: Pictures of a dog, a book, a cat and a duck.

A chain of the eight words pupils have learnt from *Unit 1* to *Unit 4*: *dog, cake, cat, duck, book, can, car, ball.*

Procedure: **Step 1:** Explain how to do the task, saying *Look at the pictures, find and circle the words, please!*

Step 2: Ask them to identify the thing/animals, saying *What can you see in the pictures? Can you see the dog? Yes, it is the dog. Say the word, please!* Ask pupils to repeat the words several times, saying *Repeat, please!* Use the picture of a dog and the word *dog* circled as the example.

Step 3: Ask pupils to look at the pictures and circle the words in the chain, saying *Now use your pencil to circle the words*. Give pupils time to work. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their work, saying *Now work in pairs and check each other's answers*. Go around and offer help, if necessary.

Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *You did very well!* or *Great job!*

Outcome: Pupils can identify and circle the words correctly: *dog, cat, duck, book.*

Self-check

Warm-up

- Have pupils look at the story *Phil and Sue*, listen and repeat the sentences in the bubbles.
- If there is enough time, ask some pairs to read the exchanges in the story.
- Ask them to open their books and look at *Self-check*, saying *Open your books and look at Self-check, please!*

1. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions (1 and 2) in this activity.
Question 1 includes the pictures: a. a ball, b. a car.
Question 2 includes the pictures: a. a cat, b. a dog.
Audio script: 1. ball 2. dog

Procedure: **Step 1:** Have pupils look at the pictures of Question 1, saying e.g. *Look at the pictures of Question 1, please! What can you see? Can you see a ball and a car?* and say what they can see, e.g. *a ball, a car*. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class (saying *Point to the pictures and say, please!*). E.g. 1a: a ball, 1b: a car.

Step 3: Before playing the recording, say *Are you ready? OK, now listen and tick, please!* Play the recording twice or more if needed. Ask pupils to listen and tick the correct box. Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with the pictures of Question 2. Go around and offer help, if necessary.

Step 5: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 6: Invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

2. Listen and circle.



Goal: Pupils will be able to listen and identify the sounds by circling the letters.

Input: There are four pairs of letters: 1. b d 2. a c 3. b c 4. c d
Audio script: 1. b 2. a 3. c 4. d

Procedure: **Step 1:** Have pupils look at the pairs of letters. Explain the task, saying *Listen to the sound and circle the letter.* Check comprehension.

Step 2: Ask pupils to work in pairs to point to the letters in each pair and say the sounds, saying *Point to the letters and say, please!*

Step 3: Play the recording, ask pupils to listen and circle the letters of the sounds.

Step 4: Ask pupils to swap and check the answers. Play the recording again for them to check, if necessary. Give the correct answers.

Step 5: Invite some pupils to say the sounds they have listened.

Outcome: Pupils can listen, identify the sounds and circle the correct letters: 1. b 2. a 3. c 4. d.

3. Listen and tick or cross.



Goal: Pupils will be able to listen, recognise the words and put a tick or a cross in the box under each picture.

Input: The activity consists of four pictures: 1. a book, 2. a bag, 3. a desk, 4. a door. There is a box under each picture.

Audio script: 1. This is my ball. 2. This is my bag.
3. This is my desk. 4. This is my car.

Procedure: **Step 1:** Have pupils look at Picture 1 (saying *Look at Picture 1, please!*) and say what they can see (saying *What can you see? Can you see a book? Yes, a book*). Follow the same procedure with the other three pictures. Invite some pupils to point to the pictures and say the words in front of the class (saying *Point to the pictures and say, please!*).

E.g. 1. a book, 2. a bag.

Step 2: Draw pupils' attention to the box under Picture 1. Before playing the recording, say *Are you ready?* Play the first sentence and have pupils do the task, saying *OK, now listen and tick or cross, please!*

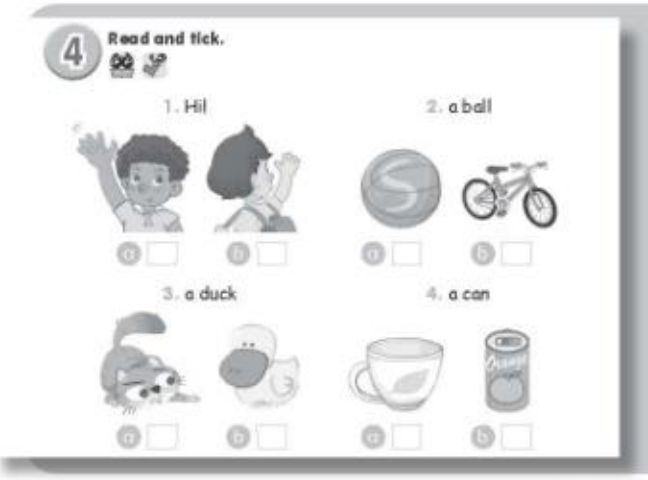
Step 3: Follow the same procedure with the other three pictures. Play the recording twice or more if needed, ask pupils to listen and put a tick or a cross. Give further support to those pupils who find it difficult to do the task.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and put a tick or a cross in the boxes correctly: 1. x 2. √ 3. √ 4. x.

4. Read and tick.



Goal: Pupils will be able to read and tick the correct boxes.

Input: There are four questions in the activity. Each question consists of one phrase and two pictures *a* and *b* for pupils to identify and put a tick in the box.

Procedure: **Step 1:** Have pupils look at the pictures (saying *Look at the pictures, please!*) and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Ask pupils to look at the phrase in each question. Check their comprehension.

Step 3: Get pupils to read the phrases and tick the correct boxes, saying *Now read and tick the correct pictures, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their work, saying *Now work in pairs and check each other's answers*. Give pupils time to work. Go around and offer help, if necessary.

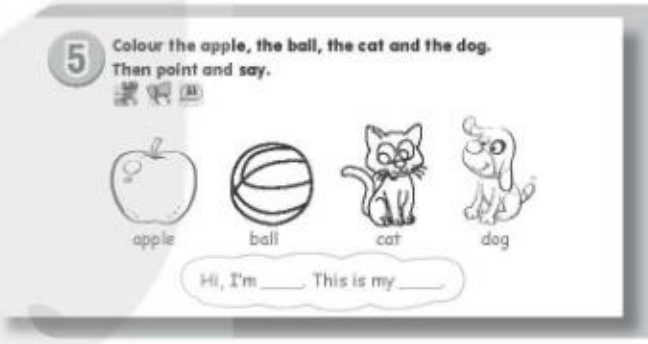
Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *You did very well!*

Outcome: Pupils can read and tick the correct boxes: 1. a 2. a 3. b 4. b.

5. Colour the apple, the ball, the cat and the dog. Then point and say.

Goal: Pupils will be able to colour the things/pets, point to them and say the sentences.

Input: There are four pictures (an apple, a ball, a cat, a dog) for pupils to colour and the incomplete sentences under the pictures for them to use as cues and say.



Procedure: **Step 1:** Have pupils look at the pictures, incomplete sentences and help them identify the task, saying *Colour the things and pets, point to them and say the full sentences, please!*

Step 2: Have pupils look at the first picture. Ask them to point to the thing and say the word, saying *Point to the apple and say "apple", please!* Follow the same procedure with other things/pets.

Step 3: Ask pupils to identify what information is missing in the sentences, saying *Look at the incomplete sentences and say what information is missing here. That's right, you should say your name in the first sentence and the word for the thing you have in the second one.* Use the first picture (an apple) as the example, point to it and say *Hi, I'm* ____. (e.g. *Hi, I'm Hoa.*) *This is my apple*. Check pupils' comprehension.

Step 4: Have pupils work individually to colour the pictures.

Step 5: Get pupils to work in pairs to point to the pictures, look at the sentences and say them (in the first sentence: greeting and saying names, in the second sentence: introducing one's things/pets). Go around and offer help, if necessary.

Step 6: Invite some pupils to point to the pictures and say the sentences in front of the class. Praise them if they have done well, saying *Very well!*

Outcome: Pupils can colour the things/pets, point to the pictures and introduce their names and things/pets correctly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 5 At the fish and chip shop

Objectives

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

- pronounce the sound of the letter *I/i* in isolation and in the words *chicken, chips, fish* and *milk* correctly.
- say the sound of the letter *I/i* and the words *chicken, chips, fish* and *milk* in a chant.
- recognise the words in different situations when listening.
- use "*I like* _____." to talk about someone's favourite food/drinks.
- trace the letter *I/i*.
- sing a song with the structure "*I like* _____."

LESSON 1 (Period 1)

Warm-up

- Ask pupils to greet and introduce themselves, e.g. *Hi, I'm Minh.*
- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 4, Lesson 3* and clap their hands.
- Ask pupils some questions about their favourite food and drinks, saying *What food do you like? What drinks do you like? Do you like fish? Do you like milk?*
- Have pupils open their books (saying *Open the books, please!*) and look at *Unit 5, Lesson 1*, saying *Look at Unit 5, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *I/i* in isolation and in the words *chicken, chips, fish* and *milk* correctly.

Input: The picture is about an English boy and his sister standing at a fish and chip shop. The boy is holding a tray of fish and chips. His sister is standing behind him.



The word *chicken* is next to the piece of chicken, the word *milk* is next to the carton of milk, the word *fish* is next to the dish of fried fish, and the word *chips* is next to the package of fried chips. The letter *i* in the words *chicken, chips, fish* and *milk* is in red.

The sound of the letter */i/* is the focus of *Unit 5*.

Cultural note: Fish & chips (fish and chips) pronounced as /fiʃ ən tʃip/ has been a favourite food in Great Britain for hundreds of years and has become part of British food culture. Fish & chips is a hot dish consisting of fried fish in batter served with chips. A fish & chip shop is a form of a fast food restaurant that specialises in selling fried fish & chips. Usually, fish & chip shops provide takeaway service, although some have seating facilities. Fish & chip shops may also sell other foods, such as burgers, chicken, salad, ...

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Describe the picture. Draw pupils' attention to the letter */i/*, the words next to the things in the pictures and the colour of the letter */i/* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter */i/*. Have them listen and repeat the sound of the letter */i/* (saying *Listen and repeat, please!*) more than once, if necessary.

Step 3: Tell pupils to point to the chicken and the word *chicken*, saying *Point to the chicken and the word "chicken", please!* Ask them to listen and repeat the word, saying *Listen and repeat, please!*

Step 4: Follow the same procedure with the chips, the fish and the milk. Correct pronunciation, if necessary.

Step 5: Play the recording again and have them listen, point to the letter */i/*, the words *chicken, chips, fish, milk* and repeat until they feel confident.

Step 6: Play the recording again and call a few pupils to say the letter */i/*, and the words *chicken, chips, fish* and *milk* in front of the class (saying *Good job!* when they perform well).

Outcome: Pupils can listen and pronounce the sound of the letter */i/* in isolation and in the words *chicken, chips, fish* and *milk* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter */i/* and food/drinks (chicken, chips, fish and milk) in the picture and say the sound of the letter */i/* , the words *chicken, chips, fish, milk*.

Input: The same picture in *Activity 1*.



Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 23, please!* Ask them to describe the picture. Draw their attention to the letter */i/* and the food/drinks in the picture.

Step 2: Get them to point to the letter */i/* and say it, saying *Point to the letter /i/ and say, please!*

Step 3: Let them point to the chicken and say the word *chicken*, saying *Point to the chicken and say the word, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with other things. Go around and correct pronunciation, if necessary.

Step 5: Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter *I/i* and the words, saying *Point to the picture and say, please!* Go around and correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Very good!*

Outcome: Pupils can point to the letter *I/i,* the food/drinks, say the sound of the letter and the words *chicken, chips, fish, milk* correctly.

Fun corner

If time allows, let pupils play a *Matching game*.

Matching game

Goal: Pupils will revise the words *chicken, chips, fish* and *milk* through the game *Matching game.*

Input: Flashcards with the letters from the words *chicken* (C- H- I- C- K- E- N), *chips* (C- H- I-P- S), *fish* (F-I-S-H) and *milk* (M-I- L-K).

Procedure: **Step 1:** Explain how to play the game, saying *Listen to the teacher and make a word from the flashcards, please!*

Step 2: Divide the class into four groups and give each group a set of flashcards to make one word.

Step 3: Ask pupils in each group to hold the flashcards (each pupil holds one card), the other pupils in the group observe and help them, if necessary.

Step 4: Set the time and say one word, e.g. FISH. The group that has F, I, S, H should go to the front of the class, show the cards in the correct order to make the word. Follow the same procedure with other words.

Step 5: Have the class look at the words and announce the winner.

Outcome: The group that makes the word the quickest will win.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1*, point to and say the sound of the letter *I/i* and the words *chicken, chips, fish, milk*. You may say *Look at the picture, please!, Point to the letter I/i and say, please!* or *Point to the words and say, please!*
- If time allows, have them play a matching game again, saying *Let's play a matching game, please!* Draw pupils' attention to the words they have learnt in *Lesson 1*.
- Get pupils to open their books and look at *Lesson 2,* saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *I/i* and the words *fish, chips, milk* and *chicken* in a chant correctly.



Goal: There are two verses in the chant. The letter *I/i* and the words *fish, chips* are introduced in the first verse. The letter *I/i* and the words *milk, chicken* are introduced in the second one. The letter *I/i* is in red.

Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *I/i* and the word *fish*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the rhythm, saying *Listen to the first line, please!* Play the recording again, ask pupils to listen and repeat the first line. Say *Listen again to the first line and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Listen to the recording and repeat, please!*

Step 3: Follow the same procedure with the other lines in the chant. Show pupils how to chant and clap their hands along. Correct pronunciation, if necessary.

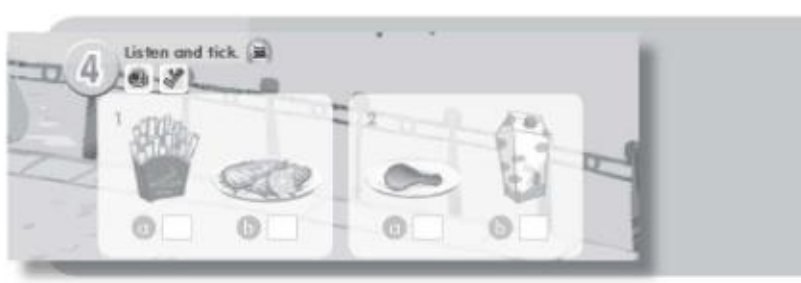
Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen to the recording, chant and clap your hands, please!* Give further support to those pupils who find it difficult to do the task.

Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Excellent!* or *Perfect!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.



Input: The activity consists of two questions (1 and 2). Question 1 includes two pictures:

a. chips, b. fried fish. Question 2 includes two pictures: a. chicken, b. milk.

Audio script: 1. This is fish. 2. This is chicken.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1 and say what they can see, saying *Look at the pictures in Question1, please! What can you see? Can you see chips and fish?* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!*

E.g. 1a: chips, 1b: fish.

Step 3: Before playing the recording, say *Are you ready? OK, now listen to the sentence, please!* Play the recording twice or more if needed, ask pupils to listen and tick the correct boxes.

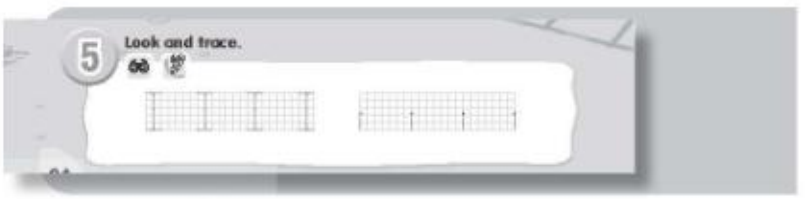
Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Follow the same procedure with the pictures in Question 2.

Step 6: Call a few pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. b 2. a.

5. Look and trace.



Goal: Pupils will be able to trace the letter *l/i* (upper case and lower case).

Input: The letter *l/i* (upper case and lower case).

Procedure: **Step 1:** Have pupils look at the letter *l* (upper case) and *i* (lower case). Write the letter upper case *l* and the lower case *i* on the board, saying *Look at the board. What can you see? Yes, you can see the l upper case and the i lower case.* Point to the upper case *l* and say *This is the upper case of the letter l.* Then point to the lower case *i* and say *And this is the lower case of the letter i.* Make sure pupils recognise the two forms of the letter.

Step 2: Write the letter upper case *l* and the lower case *i* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case l and the lower case i.* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to use their pencils to trace the letter *l/i*. You can demonstrate by air tracing or tracing the broken lines of the letter *l/i* on the board. Then let pupils do the tracing. Give further support to those pupils who fish it difficult to do the task.

Step 4: Ask pupils to work in pairs and to swap their tracing. Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *You've done a good job!*

Outcome: Pupils can trace the letter *l/i* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Greet the class.
- Remind pupils of what they have learnt in *Lesson 2*, saying *Well, in Lesson 2, you have learnt to chant with the sound /i/ in the words chicken, chips, fish and milk. And you have listened to tick the correct pictures.*
- If time allows, ask the class to sing the chant again, saying *Now let us sing the chant*. Pay pupils' attention to the pronunciation, stress and rhythm.
- Tell pupils to open their books and look at *Lesson 3*, saying *Now open your book on Page 25.*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"I like milk."*

Input: - The sentence *"I like milk."* is used to talk about someone's favourite drinks.
- A picture of a boy holding a carton of milk.

Procedure: **Step 1:** Have pupils look at the picture of a boy holding a carton of milk. Explain the meaning of the sentence *"I like milk."* in the bubble and how it is used. Check comprehension.

Step 2: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Invite a few pupils to listen and repeat the sentence *"I like milk".* in front of the class. Correct their pronunciation, if necessary or praise them when they pronounced the sentence correctly, saying *Great job!*

Step 4: Ask pupils to work in pairs, point to and repeat the sentence *"I like milk".* Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.

Outcome: Pupils can listen and repeat the sentence *"I like milk."* correctly.

7. Let's talk.



Goal: Pupils will be able to talk about their favourite food/drinks, using *"I like _____."*

Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"I like _____."* Part 2 includes four pictures: a. a carton of milk, b. a package of chips, c. a dish of fried fish and d. a dish of chicken.

Procedure: **Step 1:** Have pupils look at the first picture. Point to the carton of milk and ask them, saying *What's this?* Tell them that it is milk, saying *It's milk*. Follow the same procedure with other pictures in the activity.

Step 2: Ask pupils to use the structure in the bubble *"I like _____."* and Picture 1 (milk) to talk about their favourite drink, e.g. *I like milk*. Get them to repeat the sentence several times individually and in chorus. Check comprehension.

Step 3: Follow the same procedure with the other pictures in this activity. Make sure pupils understand the structure *"I like _____."* and say it with the right pronunciation and intonation.

Step 4: Ask pupils to work in pairs or in groups to practise talking about favourite food/drinks, saying *Now practise talking about your favourite food/drinks, please!* Go around and offer help or correct pronunciation if necessary.

Step 5: Select some pairs of pupils to practise talking about favourite food/drinks in front of the class. Praise them, saying *That's right!* or *Superb!*, if they performed well.

Outcome: Pupils can talk about favourite food/drinks with *"I like _____."* correctly.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

8. Let's sing!



Goal: Pupils will be able to sing a song, using the structure *"I like _____."*

Input: There are two verses in the song. The first verse is about favourite food (fish and chips) of the boy with dark curly hair. The second one is about favourite food and drink (milk and chicken) of the boy with blond hair.

Procedure:

Step 1: Have pupils look at the lyrics to get familiarised with the first verse of the song. Say *Now look at the lyrics of the first verse, please!* Play the recording several times for pupils to repeat line after line to make sure that they can pronounce the verse correctly. Check comprehension.

Step 2: Have pupils look at the lyrics to get familiarised themselves with the second verse of the song. Play the recording several times for pupils to repeat to make sure that they can pronounce the verse correctly. Check comprehension.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song, please!*

Step 4: Let pupils practise singing the song. Help them sing the song line by line first. Then help them sing the whole song. If there is time, let them sing the song several times until they feel confident.

Step 5: Select some groups to the front of the class to sing the song or ask some pupils to sing the song individually. The class may sing along and clap their hands. Praise them when they perform well, saying *Fantastic!* or *Superb!*

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 6 In the classroom

Objectives

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

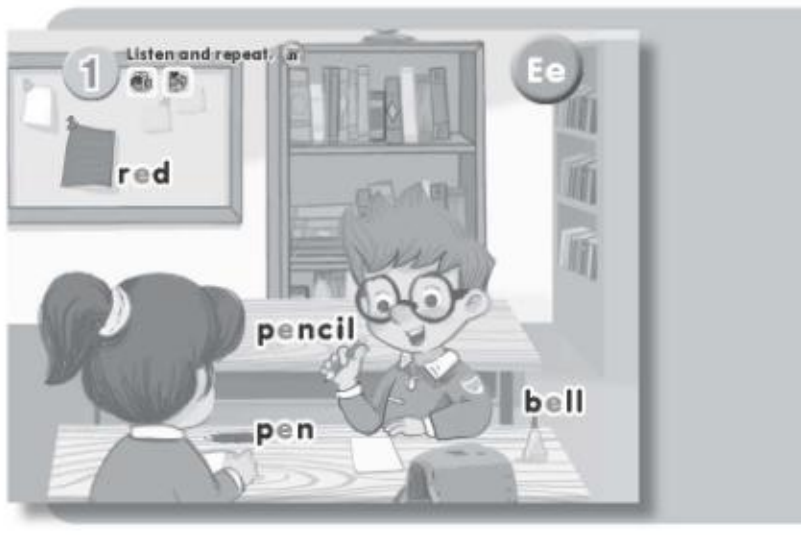
- pronounce the sound of the letter *E/e* in isolation and in the words *bell, pen, pencil, red.*
- say the sound of the letter *E/e* and the words *pen, pencil, red* in a chant.
- recognise the words in different situations when listening.
- use *"It's a red _____."* to introduce things.
- trace the letter *E/e.*
- sing a song focussing on the structures *"I have _____."*, *"He has _____."* and *"It's a red _____."*

LESSON 1 (Period 1)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 5, Lesson 3, Activity 8* and clap their hands, saying *Let's sing the song, please!*
- If there is enough time, let them play the game *Matching game,* saying *Let's play Matching game, please!*
- Have pupils open their books and look at *Unit 6, Lesson 1*, saying *Open the books and look at Unit 6, Lesson 1, please!*

1. Listen and repeat.



Goal: Pupils will be able to pronounce the sound of the letter *E/e* in isolation and in the words *bell, pen, pencil, red.*

Input: The picture is about the classroom. Ann and Ben (two English pupils) are sitting at the desk. Ben is holding a red pencil. A red pen is on the desk. The bell is on the desk too. On the board, there is a red stick note.

The word *red* is next to the stick note. The *pencil* is next to the red pencil, the word *pen* is next to the red pen, the word *bell* is next to the bell. The letter *e* in the words *bell, pen, pencil, red* is in red.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the words next to the things and the colour of the letter *E/e* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *E/e,* saying *Point to the letter E/e, please!*. Have them listen and repeat the sound of the letter *E/e,* saying *Listen and repeat, please!* more than once, if necessary.

Step 3: Tell pupils to point to the pencil in the picture and the word *pencil*, saying *Point to the pencil and the word "pencil"*. Ask them to listen and repeat the word, saying *Listen and repeat, please!* Then play the recording again, if necessary, for pupils to do choral and individual repetition. Correct pronunciation, if necessary.

Step 4: Follow the same procedure with the words *bell, pen* and *red*. Give further support to those pupils who find it difficult to do the task.

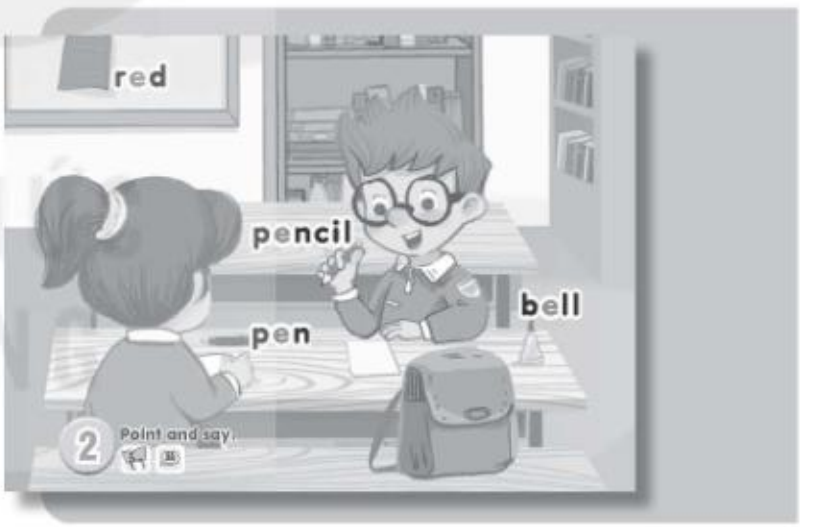
Step 5: Play the recording again and have them listen, point to the letter *E/e* and the words *bell, pen, pencil, red* until they feel confident. Correct pronunciation, if necessary.

Step 6: Play the recording again and call a few pupils to say the sound of the letter *E/e* and the words *bell, pen, pencil, red* in front of the class. Say *Good job!* when they perform well.

Outcome: Pupils can pronounce the sound of the letter *E/e* in isolation and in the words *bell, pen, pencil, red* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *E/e*, the things and the colour (*pencil, pen, bell, red*) in the picture and say the sound of the letter *E/e* and the words *bell, pen, pencil, red*.



Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 26, please!*. Ask them to describe the picture. Draw their attention to the letter *E/e*, the things and the colour red, if necessary.

Step 2: Ask them to point to the letter *E/e* and say it, saying *Point to the letter E/e and say, please!*

Step 3: Ask them to point to the pencil and say the word *pencil* as a model, saying *Point and say, please!* Remind them of the sound of the letter *e* in the word *pencil*. Then ask one pupil to point to the pencil and to say the word *pencil* in front of the class. Correct pronunciation, if necessary.

Step 4: Follow the same procedure with the other words. Go around and correct pronunciation, if necessary.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *E/e*, the things/colour and say the sound of the letter *E/e* and the words. Go around, offer help and correct pronunciation, if necessary.

Step 6: Invite a few pupils to point to the picture and say the sound of the letter *E/e* and the words (*bell, pen, pencil, red*) in front of the class. If they performed well, praise them, saying *Good job!* or *Great!*

Outcome: Pupils can point to the letter E/e, the things, the colour and say the sound of the letter *E/e* and the words *bell, pen, pencil, red* correctly.

Fun corner

If time allows, let pupils play the game *Pass the ball*.

Pass the ball

Goal: Pupils will revise the words (*bell, pen, pencil, red*) through the game *Pass the ball.*

Input: A ball, the words (*bell, pen, pencil, red*) and a piece of music.

Procedure: **Step 1:** Tell pupils that they are going to play the game *Pass the ball*. Explain how to play the game (as mentioned in the steps below). Check comprehension.

Step 2: Play the music. Give a ball to one pupil and ask her/him to pass it to the second one. The second pupil passes the ball to the third one, and so on.

Step 3: Stop the music. Ask the pupil who is holding the ball to say one of the words, e.g. *pencil.*

Step 4: Continue to play the game until all the words are said.

Outcome: Pupils can say the words they have learnt (*bell, pen, pencil, red*) correctly and as quickly as possible.

LESSON 2 (Period 2)

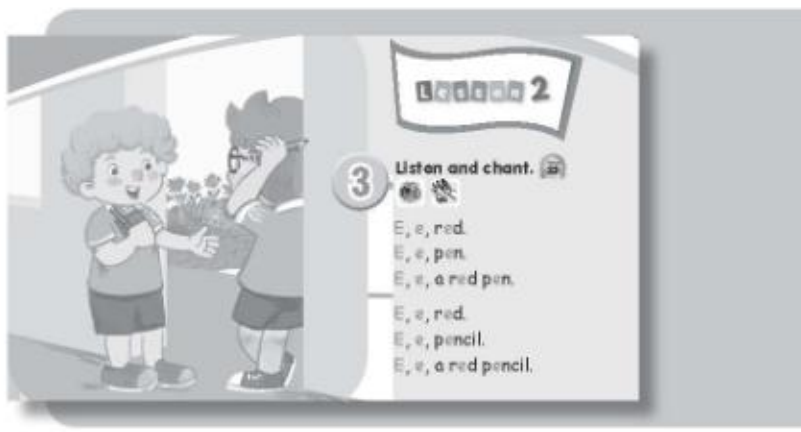
Warm-up

- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *E/e* and the words *bell, pen, pencil, red.* Say *Look at the picture, please! Point to the letter E/e and say, please!* or *Point to the words and say, please!*
- Have them play the game *Pass the ball* again if time allows. Draw pupils' attention to the words they have learnt in *Lesson 1*.
- Get pupils to open their books and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *E/e* and the words *pen, pencil, red* in a chant.

Input: There are two verses in the chant. The letter *E/e*, the words *red, pen* and the phrase *a red pen* are introduced in the first verse. In the second one, the letter *E/e*, the words *red, pencil* and the phrase *a red pencil* are mentioned. The letter *E/e* is in red.



Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning. Ask them to pay attention to the letter *E/e* and the word *red*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!*

Step 3: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again and repeat, please!* Then play the recording for them to listen and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, stress and rhythm, if necessary.

Step 5: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and chant, please!* Go around and offer help, if necessary.

Step 6: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions. Question 1 includes two pictures: a. a bell, b. a pen.
Question 2 consists of two pictures: a. a pen, b. a pencil.



Audio script: 1. I have a red bell. 2. I have a red pencil.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1, saying *Look at the pictures, please! What can you see? Can you see a red bell and a red pen?* and say what they can see, saying *A red bell and a red pen.* Draw pupils' attention to the colour of the things and the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1a: a bell, 1b: a pen or 1a: a red bell, 1b: a red pen.

Step 3: Play the recording of the first sentence for pupils to listen. Before playing the recording, saying *Are you ready? Now listen to the recording, please!* Play the recording of the first sentence several times, if necessary, for pupils to hear.

Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "I have a red bell" or "I have a red pen"?* If pupils say *"I have a red bell",* let them tick the box *a*. If pupils give wrong answers, let them listen again.

Step 5: Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task.

Step 6: Call some pupils to point to the pictures and say what they have heard.
E.g. *I have a red pen.*

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look and trace.



Goal: Pupils will be able to trace the letter *E/e* (upper case and lower case).

Input: The letter *E/e* (upper case and lower case).

Procedure: **Step 1:** Have pupils look at the letter *E* (upper case) and *e* (lower case). Write the upper case *E* and the lower case *e* on the board, saying *Look at the board. What can you see? Yes, you can see the upper case E and the lower case e.* Point to the upper case *E* and say *This is the upper case of the letter E.* Then point to the lower case *e* and say *and this is the lower case of the letter e.* Ask some pupils to make sure if they recognise the two forms of the letter.

Step 2: Write the upper case *E* and the lower case *e* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case E and the lower case e.* Check to make sure pupils understand the letters written in broken lines.

Step 3: Ask pupils to trace the letter *E/e*, saying *Now use your pencil to trace the letter E/e.* You can demonstrate by air tracing or tracing the broken lines of the letter *E/e* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Check the results of pupils' tracing and give feedback. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *You've done a good job!*

Step 6: If there is enough time, write the letter *E/e* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *E/e* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the chant in *Lesson 2* and clap their hands, saying *Sing the chant and clap your hands, please!*
- If time allows, invite some pupils to go to the board and play the game *Pass the ball*, saying *Let's play the game Pass the ball, please!*
- Have pupils open their books and look at *Lesson 3*, saying *Open the books and look at Lesson 3, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *It's a red pen.*

Input: - *"It's a red pen."* is used to introduce a thing.

- A picture of a boy pointing to a red pen.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look the picture, please!* Point to the pen, saying *What is it? It's a pen. Yes, it's a red pen.*

Step 2: Point to the sentence *"It's a red pen."*, saying *Look at the sentence "It's a red pen.", please!* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 3: Get pupils to look at the sentence *It's a red pen*. Play the recording several times for them to listen and repeat, saying *Now listen and repeat, please!* Correct pronunciation, if necessary.

Step 4: Show a real red pen (or a flashcard of a red pen) and ask pupils to look at it, saying *Look at the pen, please! It's red. Now say "It's a red pen."* Let them listen and repeat the sentence twice, saying *Listen and repeat, please!*

Step 5: Ask pupils to point to the sentence and say it, saying *Point and say, please!* Give further support to those pupils who find it difficult to do the task.

Step 6: Invite a few pupils to listen and repeat the sentence *"It's a red pen."* in front of the class. Correct pronunciation, if necessary or praise them if they said the sentence correctly, saying *Well done!*

Outcome: Pupils listen and repeat the sentence *"It's a red pen."* correctly.

7. Let's talk.



Goal: Pupils will be able to introduce the things, using *"It's a red _____."*

Input: There are two parts in the activity. In part 1, there is a bubble which contains the structure *"It's a red _____."* In part 2, there are four pictures: a. a red pencil, b. a red pen, c. a red desk, d. a red bell.

Procedure: **Step 1:** Have pupils look at the bubble to understand how the language is used (*It's a red _____.*) Explain the meaning of the sentence, if necessary.

Step 2: Ask them to look at the pictures to identify the things. Then let them point to the pictures and say the words, saying *Point and say, please!* Check comprehension.

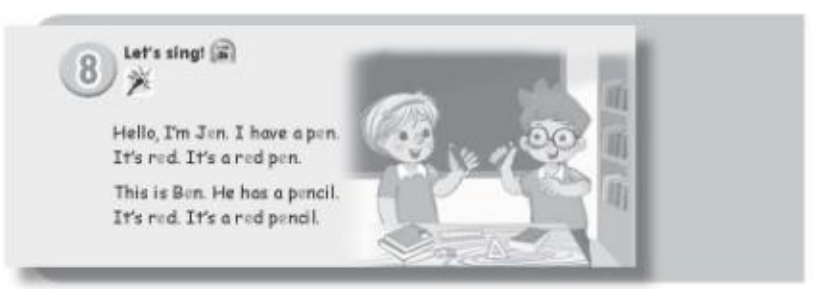
Step 3: Point to Picture *a* and model the task, using the expression in the bubble and the word for the picture. E.g. *It's a red pencil*. Then ask pupils to say the sentence *"It's a red pencil."* in chorus and individually. Correct pronunciation, if necessary.

Step 4: Follow the same procedure with Pictures *b, c, d* by getting pupils to point to the pictures and introduce the things. Give further support to those pupils who find it difficult to do the task.

Step 5: If time allows, invite some pupils to point to the pictures and say the sentences in front of the class, saying *Well done!* if they performed well.

Outcome: Pupils can use *"It's a red _____."* to introduce things correctly and confidently.

8. Let's sing!



Goal: Pupils will be able to sing a song focusing on the main structures *"I have _____."*, *"He has _____."* and *"It's a red _____."*

Input: There are two verses in the song. The first one includes two lines with the structures *"Hello, I'm _____. I have a _____. It's a red _____."* and the words *red, pen*. In the second verse, the structures *"This is _____. He has a _____. It's a red _____."* and the words *red, pencil* are used.

Procedure: **Step 1:** Have pupils look at the lines of the first verse. Explain the meaning of the structures *"Hello, I'm _____. I have a _____. It's a red _____."*

Step 2: Ask them to listen to the recording to get familiarised with the tune and the melody of the verse, saying *Now listen to the first verse, please!*

Step 3: Play the recording several times for pupils to repeat the verse, line after line, to make sure that they can sing the verse correctly, saying *Listen and repeat, please!*

Step 4: Follow the same procedure with the second verse of the lyrics.

Step 5: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song and sing, please!* Have class sing the whole song and clap their hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Fun time 2

General description

Like *Fun time 1*, this Fun time serves as a chance for pupils to revise what they have learnt in *Unit 5* and *Unit 6* via different fun activities and games.

- In *Activity 1*, pupils have an opportunity to revise some vocabulary items by matching the hidden words and the pictures.
- *Activity 2*, in the form of a game helps pupils remember different letters learnt in the units.
- In *Activity 3*, pupils solve a crossword, which is a chance for them to write the learnt letters and complete the words they have learnt.
- In *Activity 4*, pupils play another popular game to help them revise the words learnt in the units.

Objectives

LESSON 1 (Period 1)

By the end of *Fun time 2*, pupils will be able to:

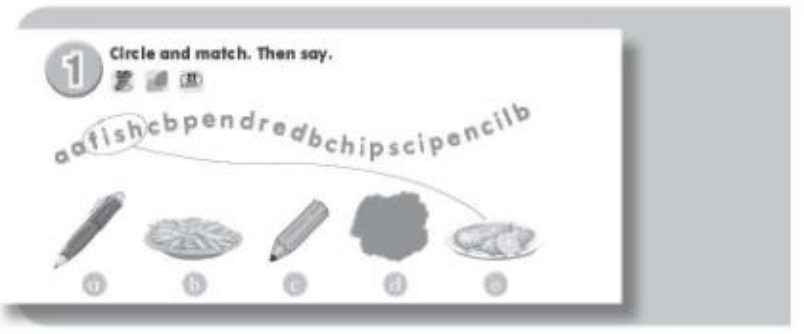
- identify some learnt words *bell, pen, pencil, red, chips, chicken, milk* and *fish*.
- say the words *bell, pen, pencil, red, chips, chicken, milk* and *fish* correctly.
- identify the letters they have learnt (*I/i, E/e*).
- write the learnt words (*chips, pen, pencil, milk*).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Ask pupils to read the chant in *Unit 6*. Divide the class into two teams (A and B), and each reads the chant aloud. Teacher can also ask team A reads a line, then team B reads the following line.
- Have pupils open their books and look at *Fun time 2*, saying *Open your books and look at Fun time 2, please!*

1. Circle and match. Then say.



Goal: Pupils revise the words *pen, pencil, red, chips* and *fish*.

Input: Letters arranged in a random order and five pictures.

Procedure: **Step 1:** Ask pupils to look at the picture and the line of letters. Find and circle the words. Explain how to do the task, saying *Look at the pictures and the line of letters. Circle the words in the line, then match them with the correct pictures.* If necessary, ask one or two pupils to repeat what they have to do.

Step 2: Encourage pupils to speak out the words illustrated by the pictures.

Step 3: Model one word with the class. Ask pupils to circle the words in the line individually and match the words with the pictures. Give further support to those pupils who find it difficult to do the task.

Step 4: Have pupils exchange their answers in pairs. Then call some pupils to show their work. Give comments, saying *Well done!*

Step 5: Get pupils to work in pairs or groups, point to the words and say the words until they feel confident. Correct pronunciation, if necessary.

Step 6: Call a few pupils to say the words in front of the class.

With a better class, you can extend the activity. After the pupils find the words, match them with the pictures and say them, organise a short game. Divide the class into two teams. Write some learnt words on the board in two vertical lines. Call one pupil from each team to go to the board. Have them draw simple pictures to match the words. Pupils from each team take turns to draw. Give a point to each picture.

Outcome: Pupils can find the five words in the line, match them with the pictures and say them correctly: a. pen, b. chips, c. pencil, d. red, e. fish.

2. Let's play.

Goal: Pupils will revise the upper case letters (*I, E*) that they have learnt.

Input: The name of the game and a picture showing pupils how to play the game.



Procedure: **Step 1:** Have pupils work in two big groups (A and B). Have them look at the picture. Tell them that you will draw one letter in the air with your finger. The first pupil of each team that correctly identifies what you have drawn, if he/she identifies correctly, the team scores a point.

Step 2: Model the first time with the pupils so that they can understand how to play.

Step 3: Have the whole class play the game several times before they compete.

Step 4: Divide the class into two teams. Call one or two pupils to be the observers of the game. Use all the letters pupils have learnt (*I* and *E*), both upper and lower case. Rememer to give points to the winner of each round.

Step 5: Calculate the points and praise the winner.

With a better class, after the pupils become experts at the game, you can increase the difficulty. Call representatives from each team to replace the teacher. These pupils air-draw the letters themselves for other team members to guess. Ask pupils to air-draw other letters from Units 1, 2, 3 and 4 as well.

Outcome: Pupils can play the game successfully by guessing the correct letters.

LESSON 2 (Period 2)

Warm-up

- Greet the class.
- Have pupils play the game *Air-drawing* again.
- Ask them to open their books and look at *Lesson 2, Activity 3* saying *Open the books on Page 30, please!*

3. Write and say.



Goal: Pupils will be able write the correct letters, revise some learnt words (*chips, pencil, pen, milk*).

Input: A puzzle with four pictures indicating four things around.

Procedure: **Step 1:** Have pupils look at the pictures around the puzzle. Ask them to identify the missing letters.

Step 2: Explain how to do the activity. Pupils fill in each space in the puzzle with a letter to make a complete word. Say *Look at the puzzle and pictures around. Fill a letter to complete each word, please!*. Check pupils' understanding of the instructions.

Step 3: Have pupils do the activity individually. Go around to offer help if needed. Give further support to those pupils who find it difficult to do the task.

Step 4: Get pupils to check their answers in pairs. Then ask some pairs to give their answers. Point at each blank and pupils read aloud the letter needed. Give comments and confirm the correct answers.

Step 5: Call on some pupils to say the words in front of the class.

With a better class, after pupils finish the activity, divide the class into two teams. Raise a word card for pupils in each team to make a sentence. The quicker team has the chance to read out the sentence and gets one point if the sentence is correct.

Outcome: Pupils can write the letters to complete the words. They can say the words with correct pronunciation.

1. chips 2. pen 3. milk 4. pencil

4. Let's play.

Slap the board



Goal: Pupils will revise the words they have learnt in *Units 5* and *6*.

Input: A postcard showing some pictures of the words pupils have learnt.

Procedure: **Step 1:** Ask pupils how to play this game. If they do not know, explain the rules again.

Step 2: Stick the pictures of the words from *Unit 5* and *Unit 6* on the board.

Step 3: Have pupils stand in two lines in front of the board. Read out the words in English one by one.

Step 4: Let pupils take turns to slap on the right picture. The group which can slap more words is the winner.

Step 5: Elicit all the words used in this game from pupils. Have them practise saying the words.

There is another version of this activity. Write the words in English on the board. Read out each word in Vietnamese and pupils have to slap on the correct English word. If there is time, have pupils play the two versions of the game.

Outcome: Pupils can play the game successfully and say the words correctly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7 In the garden

Objectives

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

- pronounce the sound of the letter *G/g* in isolation and in the words *garden, girl, goat* and *gate* correctly.
- say the sound of the letter *G/g* and the words *garden, girl, goat* and *gate* in a chant.
- recognise the words in different situations when listening.
- use "*There's a _____.*" to introduce something.
- trace the letter *G/g*.
- sing a song with the structure "*There's a _____ in the garden.*"

LESSON 1 (Period 1)

Warm-up

- Ask pupils to greet and introduce themselves.
- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 6, Lesson 3* and clap their hands, saying *Let's sing a song, please!*
- If there is enough time, let pupils play the game *Hot seat*, using the words they have learnt in *Unit 6*, saying *Let's play Hot seat, please!*
- Have pupils open their books, saying *Open the books, please!* and look at *Unit 7, Lesson 1*, saying *Look at Unit 7, Lesson 1, please!*

1. Listen and repeat.



Goal: Pupils will be able to pronounce the sound of the letter *G/g* in isolation and in the words *garden, gate, girl* and *goat* correctly.

Input: The picture is about the garden with a white fence and a small gate. A girl is feeding a goat.

The word *girl* is next to the girl, the word *goat* is next to the goat, the word *gate* is next to the gate, and the word *garden* is in the garden. The letter *g* (on the top right-hand side corner of the picture) in the words *garden, gate, girl, goat* is in red.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the letter *G/g*, the words next to the girl/things/animal and the colour of the letter *G/g* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *G/g*, saying *Look at the letter G/g, please!* Have them listen and repeat the sound of the letter *G/g*, saying *Listen and repeat, please!* more than once, if necessary.

Step 3: Have pupils point to the garden and the word *garden*, saying *Point to the garden and the word "garden", please!* Ask them to listen to the recording and repeat the word *garden*, saying *Listen and repeat, please!* Play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*

Step 4: Follow the same procedure with the gate, the girl and the goat. Correct pronunciation, if necessary.

Step 5: Get pupils to listen to the recording again, point to the letter *G/g*, the words *garden, girl, goat* and *gate* and the girl/things/animal and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 6: Invite a few pupils to pronounce the sound of the letter *G/g* and the words *garden, gate, girl* and *goat* in front of the class, saying *Well done!* when they perform well.

Outcome: Pupils can listen and pronounce the sound of the letter *G/g* in isolation and in the words *garden, gate, girl* and *goat* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *G/g* and the girl/things/animal (garden, gate, girl, goat) in the picture and say the sound of the letter *G/g* and the words *garden, gate, girl* and *goat*.



Input: The same picture in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture, please!*. Ask them to describe the picture. Draw their attention to the letter *G/g*, and the girl/things/animal, if necessary.

Step 2: Get them to point to the letter *G/g* and say it, saying *Point to the letter G/g and say, please!* If they pronounced correctly, praise them, saying *Well done!* or *Excellent!*

Step 3: Ask pupils to point to the garden and say the word *garden* as a model, saying *Point and say, please!* Then ask one pupil to point to the garden and say the word *garden* in front of the class. Check comprehension.

Step 4: Follow the same procedure with the girl/animal/thing. Go around and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Ask pupils to work in pairs or in groups to point to the girl/things/animal in the picture and say the sound of the letter *G/g* and the words (*garden, gate, girl, goat*), saying *Point and say, please!* Go around to offer help and correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *G/g*, the girl/things/animal and say the sound of the letter *G/g* and the words *garden, gate, girl* and *goat* correctly.

Fun corner

If time allows, let pupils play the game *Bang!*

BANG!

Goal: Pupils will be able to practise pronunciation skill.

Input: Some small pieces of paper and a box. Write the words the pupils have learnt on the pieces of paper and fold them in half. Also, add a few cards that say *Bang!* And a few ones say *Give a half!*

Procedure: **Step 1:** Tell pupils how the game is played, saying *This game is played with two or four groups. Have pupils take turns picking the cards and if they read the word correctly they can keep the word card. If they have a "Bang card", they have to yell "Bang!" and then return all their cards (except the Bang card) to the box. If they have "Give a half card", they will give back a half of the cards they got. The team has the most cards will be the winner.* Check comprehension.

Step 2: Divide pupils into two or four groups.

Step 3: The first player of each group picks a card from the box and read the word. He/She can keep the word card when he/she pronounces the word correctly. If the player cannot read the word, you may offer help. Then, it's the next player's turn.

Step 4: The players continue picking cards and reading words until there are not any cards in the box.

Step 5: Have pupils play the game until the time ends. The group holding most of the cards will be the winner.

Outcome: Pupils can say all the words they have learnt correctly.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1*, point and say the sound of the letter *G/g* and the words *garden, gate, girl, goat*. Say *Look at the picture, please! Point to the letter G/g and say, please!* and *Point to the words and say aloud, please!*.
- If time allows, have them play the game *Bang* again. Draw pupils' attention to the words they have learnt in *Lesson 1*, saying *Let's play the game Bang, please!*.
- Get pupils to open their books and look at *Lesson 2* saying *Open the books and look at Lesson 2, please!*.

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *G/g* and the words *garden, gate, girl,* and *goat* in a chant.

Input: There are two verses in the chant. The letter *G/g* and the words *goat, gate* and the phrase *a goat and a gate* are introduced in the first verse. The letter *G/g* and the words *girl, garden* and the phrase *a girl and a garden* are introduced in the second verse. The letter *G/g* is in red.

Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *G/g* and the word *goat*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!* Then have them listen again and repeat the sound of the letter *g* and the word *goat* individually and in chorus, saying *Listen and repeat, please!* If they chanted well, praise them, saying *Well done!*

Follow the same procedure with other lines. Correct pronunciation, if necessary. Show them how to chant and clap hands.

Step 3: Play the recording all the way through again for pupils to listen and do choral and individual repetition, saying *Listen and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Now listen to the recording and repeat, please!*

Step 4: Put the class into two groups to practise chanting and clapping. Each group should sing one verse of the chant, saying *Chant in groups, please!*

Step 5: Encourage some pupils to go to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm. If they chanted well, praise them, saying *Well done!* or *Very good!*

If there is enough time, ask pupils to look at the picture in *Activity 3* and find the words (*garden, gate, girl, goat*) that are in the chant.

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions in this activity Question 1 includes the pictures: a. a garden and b. a gate. Question 2 includes the pictures: a. a girl and b. a goat.

Audio script: 1. There's a gate. 2. There's a girl.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1, saying *Look at the pictures in Question 1, please! What can you see? Can you see a garden and a gate?* and say what they can see, saying *A garden and a gate*. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* Eg: 1a: a garden, 1b: a gate.

Step 3: Play the recording of the first sentence for pupils to listen. Say *Now listen to the recording, please!* Play the recording of the first sentence several times, if necessary, for pupils to tick, saying *Listen and tick, please!*

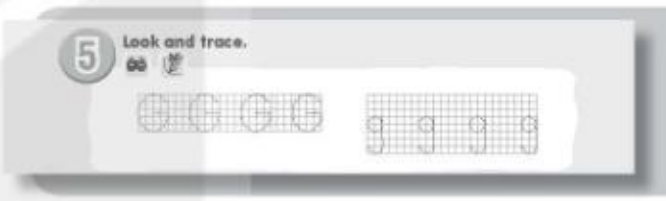
Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "There's a garden" or "There's a gate"?* If it says *"There's a gate.",* tick the box *b*. So *b* is the correct answer.

Step 5: Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task.

Step 6: Call some pupils to the front of the class to point to the pictures and say what they have heard. E.g. *1. There's a gate. 2. There's a girl.* If they said correct words, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. b 2. a.

5. Look and trace.



Goal: Pupils will be able to trace the letter *G/g* (upper case and lower case).

Input: The letter *G/g* (upper case and lower case).

Procedure: **Step 1:** Have pupils look at the letter *G* (upper case) and *g* (lower case). Write the upper case *G* and the lower case *g* on the board, saying *Look at the board. What can you see? Yes, you can see the upper case G and the lower case g*. Point to the upper case G and say *This is the upper case of the letter G*. Then point to the lower case *g* and saying *And this is the lower case of the letter g*. Ask pupils to make sure if they recognise the two forms of the letter.

Step 2: Write the upper case *G* and the lower case *g* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case G and the lower case g*. Check to make sure if pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to trace the letter *G/g*, saying *Now use your pencil to trace the letter G/g*. You can demonstrate by air tracing or tracing the broken lines of the letter *G/g* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer*. Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done!* or *You've done a good job*!

Step 6: If there is enough time, write the letter *G/g* in broken lines on the board and invite some pupils to trace them.

Outcome: Pupils can trace the letter *G/g* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Ask pupils to greet each other.
- If time allows, ask the class to sing the chant or to play the game *Bang!*, saying *Now let us sing the chant/play the game Bang, please!*
- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your book on Page 33, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"There's a garden."*

Input: - The sentence *"There's a garden."* is used to introduce a garden.

- A picture of a garden.
- The flashcard of a garden.

Procedure: **Step 1:** Have pupils look at the picture of a garden and say *What is it? It's a garden.* Point to the picture and say *There's a garden.* Play the recording for pupils to listen. Explain the meaning of the sentence and how it is used. Check comprehension.

Step 2: Play the recording several times again for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Invite a few pupils to repeat the sentence *"There's a garden."* in front of the class. Go around and praise them, if they performed well, saying *Well done!*

Outcome: Pupils can listen and repeat the sentence *"There's a garden."* correctly.

7. Let's talk.



Goal: Pupils will be able to introduce something, using *"There's a _____."*

Input: The activity includes the bubble with the structure *"There's a _____."* Under the bubble are four pictures: a. a garden, b. a gate, c. a girl and d. a goat.

Procedure: **Step 1:** Have pupils look at the first picture. Say *Look at Picture a, please!*. Point to the garden and ask them *What is this?* The pupils may answer. Tell them to introduce a garden, saying *"There's a garden"*.

Step 2: Ask pupils to point to Picture *a* and say *"There's a garden"* in chorus, saying *Let's point to Picture a and say, please!* Correct pronunciation, if necessary.

Step 3: Ask them to look at the pictures to identify the other things, saying *Look at Pictures b, c, d, please!*. Then let them point to the pictures and say the words, saying *Point and say, please!* Check comprehension.

Step 4: Ask pupils to work in pairs or in groups to point to the pictures and say, e.g. *There's a gate*. Give further support to those pupils who find it difficult to do the task.

Step 5: Select some pairs of pupils to practise introducing girl/animal/things to each other in front of the class. Praise them, saying *Excellent!* if they performed well.

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Outcome: Pupils can say the structure "*There's a _____.*" to introduce something correctly and confidently.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structure "*There's a _____ in the garden.*"



Input: There are two verses in the song. The first one introduces the girl in the garden. The second verse introduces a goat in the garden.

Procedure: **Step 1:** Have pupils read the first verse to get familiarised themselves with the lyrics. Say *Now read the first verse, please!* Check comprehension.

Step 2: Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly.

Step 3: Follow the same procedure with the second verse. Correct pronunciation and the tune, the rhythm and the melody of the song, if necessary.

Step 4: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song, please!*

Step 5: Let pupils practise singing the whole song. Say *Now let's sing, please!* Praise them when they perform well, saying *Excellent!*.

Step 6: Invite some pupils to sing the song in front of the class. The rest of the class sings along and claps their hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

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Unit 8 In the park

Objectives

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

- pronounce the sound of the letter *H/h* in isolation and in the words *hair, hand, head* and *horse* correctly.
- say the sound of the letter *H/h* and the words *hair, hands, head* and *hat* in a chant.
- recognise the words in different situations when listening.
- use "*Touch your _____.*" to express a command.
- trace the letter *H/h.*
- sing a song with the structure "*Touch your_____.*"

LESSON 1 (Period 1)

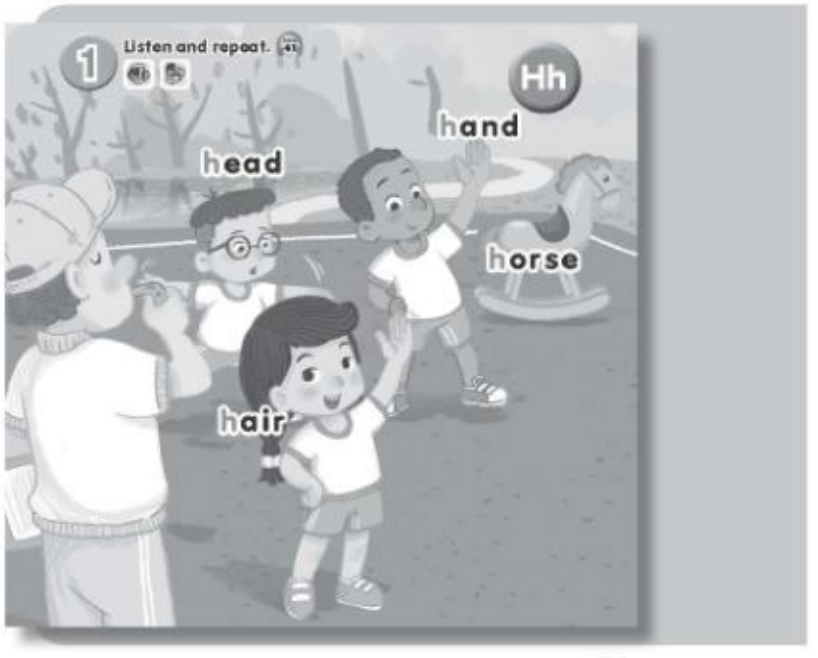
Warm-up

- Ask pupils to greet and introduce themselves. E.g. *Hi, I'm Minh.*
- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 7, Lesson 3* and clap their hands.
- If there is enough time, let pupils play *Bang* game, using the words they have learnt in *Unit 7,* saying *Let's play Bang game, please!*
- Have pupils open their books (saying *Open the books, please!*) and look at *Unit 8, Lesson 1*, saying *Look at Unit 8, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *H/h* in isolation and in the words *hair, hand, head* and *horse* correctly.

Input: The picture is about some children doing exercise in the park. The word *horse* is next to the horse, the word *hair* is next to the girl with long dark hair, the word *hand* is next to the hand of the boy without glasses, the word *head*



is next to the head of the boy with glasses. The letter *h* in the words *hair, hand, head* and *horse* is in red.

The sound of the letter *H/h* is the focus of *Unit 8*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the letter *H/h,* the words next to the animal, parts of the body and the colour of the letter *H/h* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *H/h*. Have them listen and repeat the sound of the letter *H/h* (saying *Listen and repeat, please!*) more than once, if necessary.

Step 3: Tell pupils to point to the girl's hair and the word *hair* (saying *Point to the hair and the word "hair"!*). Ask them to listen and repeat the word (saying *Listen and repeat, please!*).

Step 4: Follow the same procedure with the hand, the head and the horse. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

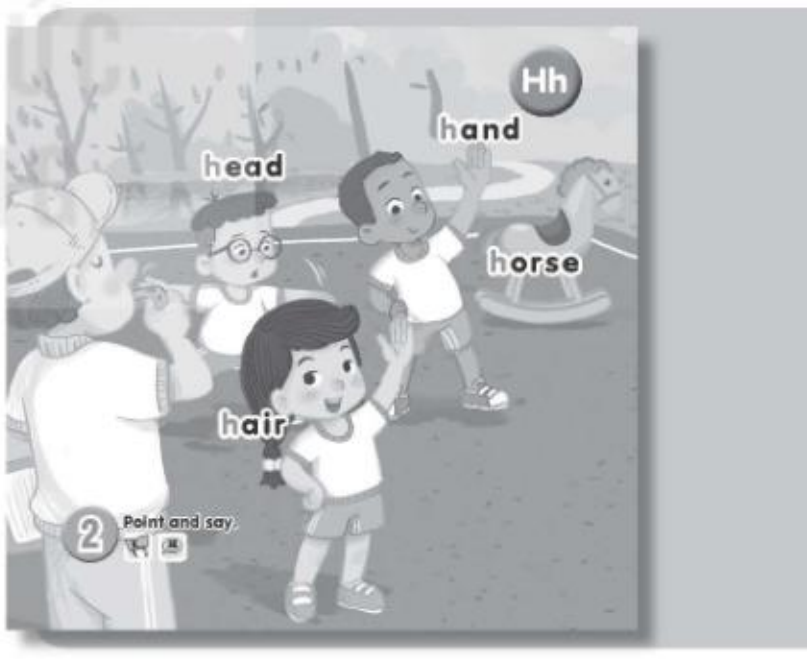
Step 5: Play the recording again and have them listen, point to the letter *H/h* and the words *hair, head, hand* and *horse* and repeat until they feel confident. Correct pronunciation, if necessary.

Step 6: Play the recording again and call a few pupils to say the letter *H/h* and the words *hair, hand, head* and *horse* in front of the class, saying *Well done!* when they perform well.

Outcome: Pupils can listen and pronounce the sound of the letter *H/h* in isolation and in the words *hair, hand, head* and *horse* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *H/h,* the animal and parts of the body in the picture and say the sound of the letter *H/h* and the words *hair, hand, head, horse.*



Input: The same picture in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture, please!* Ask them to describe the picture. Draw their attention to the letter *H/h* and the animal, parts of the body in the picture.

Step 2: Get them to point to the letter *H/h* and say it, saying *Point to the letter H/h and say, please!*

Step 3: Let them point to the girl's hair and say the word *hair* (saying *Point to the hair and say "hair" please!*). Remind them of the sound of the letter *h* in the word *hair*. Then ask one pupil to point to the hair and to say the word *hair* in front of the class. Check comprehension.

Step 4: Follow the same procedure with the horse and other parts of the body. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Ask pupils to work in pairs or in groups to point to the letter, the horse and parts of the body in the picture and say the sound of the letter *H/h* and the words (saying *Work in pairs, point and say, please!*). Go around and correct pronunciation, if necessary.

Step 6: Invite a few pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Nice work!* or *Great job!*

Outcome: Pupils can point to the letter *H/h*, the animal/parts of the body and say the sound of the letter *H/h* and the words *hair, hand, head* and *horse* correctly.

Fun corner

If time allows, let pupils play *Word game*.

Word game

Goal: Pupils will be able to practise the words they have learnt by playing the game in groups.

Input: Flashcards with words that pupils have learnt in the previous lessons.

Procedure: **Step 1:** Explain how to play the game, saying *Listen to the teacher saying a sound and choose the words that contain that sound.*

Step 2: Divide the class into four groups and give each group five cards.

Step 3: Ask pupils in each group to hold the flashcards. Each pupil holds one card, the other pupils in the group observe and help them, if necessary.

Step 4: Say one sound, for example /g/. The pupils who hold the cards with the words containing the sound /g/ (for example, *girl, goat, gate, ...*) run to the board and show them to the class. Follow the same procedure with other sounds.

Step 5: Have the class look at the words and announce the winner. The group that show the most correct words will win.

Outcome: Pupils can revise the words they have learnt through playing the game.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1*, point to and say the sound of the letter *H/h* and the words *hair, hand, head* and *horse* (You may say *Look at the picture, please!*, *Point to the letter h and say, please!* or *Point to the words and say, please!*).
- If time allows, ask the class to play *Word game* again, using the words they have learnt in *Lesson 1, Unit 8* and the previous units, saying *Now let us play a word game!*
- Get pupils to open their books and look at *Lesson 2* (saying *Open the books and look at Lesson 2, please!*).

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *H/h* and the words *hair, hands, head* and *hat* in a chant.

Input: There are two verses in the chant. The letter *H/h* and the words *Hoa, heads, hair* are introduced in the first verse. The letter *H/h* and the words *Hoa, hands, hat* are introduced in the second one. The letter *H/h* is in red.



Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first verse and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *H/h* and the words *Hoa, head, hair*. Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen and to get familiarised with the rhythm, saying *Listen to the first verse, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Listen again and repeat, please!* Show pupils how to chant and clap their hands.

Step 3: Follow the same procedure with the second verse. Correct pronunciation, if necessary.

Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and repeat, please!* Give further support to those pupils who find it difficult to do the task.

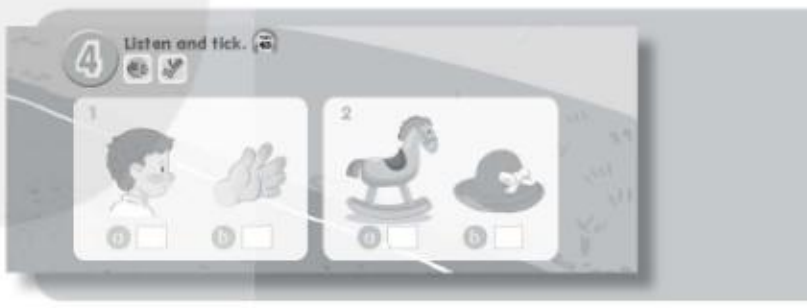
Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Fantastic!* or *Really good!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

There are two questions (1 and 2) in this activity. Question 1 includes the pictures: a. a head and b. a hand. Question 2 includes the pictures: a. a horse and b. a hat.



Audio script: 1. It's a hand. 2. It's a horse.

Procedure: **Step 1:** Have pupils look at the pictures and say what they can see, saying *Look at the pictures in Question 1, please! What can you see? Can you see a head and a hand? Yes, a head and a hand.* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g.: 1a. a head, 1b. a hand.

Step 3: Before playing the recording, saying *Are you ready? OK, now listen to the recording, please*! Play the recording twice or more if needed, ask pupils to listen and tick the correct boxes.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and tick correct boxes. 1. b 2. a.

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5. Look and trace.



Goal: Pupils will be able to trace the letter *H/h* (upper case and lower case).

Input: The letter *H/h* (upper case and lower case).

Procedure: **Step 1:** Have pupils look at the letter *H* (upper case) and *h* (lower case). Write the letter upper case *H* and the lower case *h* on the board. Point to the upper case *H* and say *This is the upper case of the letter h.* Then point to the lower case *h* and say *And this is the lower case of the letter h.* Make sure pupils recognise the two forms of the letter.

Step 2: Write the letter upper case *H* and the lower case *h* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case H. Can you see the lower case h?* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Tell pupils to use their pencils to trace the letter *H/h*. You can demonstrate by air tracing or tracing the broken line of the letter *H/h* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their tracing, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 5: Ask some pupils to show what they have done. Praise them if they have done well, saying *You did very well!*

Outcome: Pupils can trace the letter *H/h* correctly and neatly.

LESSON 3 (Period 3)

Warm-up

- Remind pupils of what they have learnt in *Lesson 2.*
- Ask the class to sing the chant again, if time allows, saying *Now let us sing the chant.* Pay pupils' attention to the pronunciation, stresses and rhythm.
- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your books and look at Lesson 3, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"Touch your hair."*

Input: - The sentence *"Touch your hair."* is used to express a command.

- The picture is about a girl touching her hair.

Procedure: **Step 1:** Have pupils look at the picture of a girl touching her hair, saying *Look at the picture, please.* Then ask pupils to look at the sentence, saying *Look at the sentence "Touch your hair.", please!* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 2: Play the recording several times for pupils to listen and repeat the sentence in chorus, saying *Now listen and repeat, please!*

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Step 3: Invite a few pupils to listen and repeat the sentence *"Touch your hair"*. in front of the class. Correct pronunciation, if necessary or praise them when they pronounced the sentence correctly, saying *That's OK!* or *That's right!*

Step 4: Ask pupils to work in pairs, point to and repeat the sentence *"Touch your hair."* Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.

Outcome: Pupils can listen and repeat the sentence *"Touch your hair."* correctly.

7. Let's talk.

Goal: Pupils will be able to express a command, using *"Touch your _____. "*



Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"Touch your _____."* Part 2 includes four pictures: a. hair, b. a hand, c. a head and d. a horse.

Procedure: **Step 1:** Have pupils look at the first picture. Say *Look at Picture a, please!* Point to the girl's hair and ask them, saying *What's this?* Tell them that it is hair, saying *It's hair.* Follow the same procedure with other pictures in the activity.

Step 2: Ask pupils to use the structure in the bubble *"Touch your _____."* and Picture a (hair) to express a command, e.g. *Touch your hair.* Get them to repeat the sentence several times individually and in chorus. Check comprehension.

Step 3: Follow the same procedure with the other pictures in this activity. Make sure pupils understand the structure *"Touch your _____."* and say it with the right pronunciation and intonation. Encourage pupils to use gestures, face expressions, … when saying the sentence.

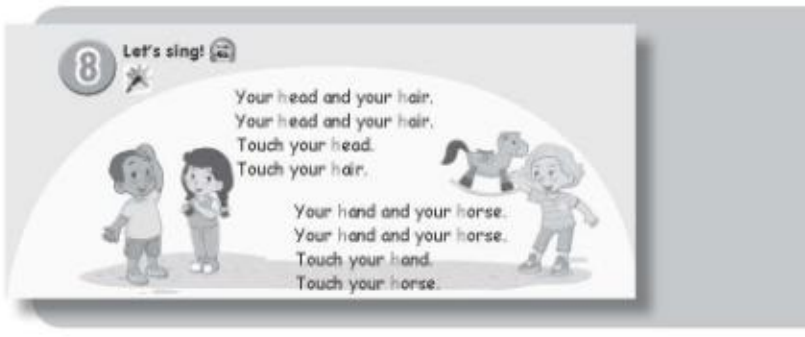
Step 4: Ask pupils to work in pairs or in groups to practise expressing a command, saying *Now look at the picture and say, please!* Give further support to those pupils who find it difficult to do the task.

Step 5: Select some pairs of pupils to practise expressing a command in front of the class. Praise them, saying *Fantastic!* or *Superb!*, if they performed well.

Outcome: Pupils can express a command *"Touch your _____."* correctly and confidently.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structure *"Touch your _____."*



Input: There are two verses in the song. The first verse contains the words *head*, *hair* and the structure *"Touch your _____."* The second verse contains the words *hand*, *horse* and the structure *"Touch your _____."*

Procedure: **Step 1:** Have pupils look at the lyrics to get familiarised themselves with the first verse of the song. Say *Now look at the lyrics of the first verse, please!* Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly, saying *Listen and repeat, please!* Check comprehension.

Step 2: Have pupils look at the lyrics to get familiarised themselves with the second verse of the song. Play the recording several times for pupils to repeat to make sure that they can sing the verse correctly. Check comprehension.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress, and the melody of the song.

Step 4: Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. If there is time, let them sing the song several times until they feel confident.

Step 5: Select some groups to the front of the class to sing the song or ask some pupils to sing the song individually. The class may sing along and clap hands. Praise them when they perform well, saying *You have done well!* or *Not bad!*

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Review 2

Objectives

By the end of *Review 2*, pupils will revise:

Phonics: the sound of the letters *i, e, g, h*

Vocabulary: *chips, fish, milk, chicken*
bell, pen, pencil, red
garden, gate, girl, goat
hair, hand, head, horse

Structures:
I like _____. (talking about hobbies)
It's a red _____. (introducing something)
There's a _____. (introducing something/someone)
Touch your _____. (expressing a command)

1. Listen and repeat.

Warm-up

- Remind pupils of the names of the topics they have learnt from *Unit 5* to *Unit 8*.
- If time allows, have them play a game (*Pass the ball* or *Bang!*) with the words they have learnt in the previous units.
- Have them open the books and look at the story *Phil and Sue*. Say *Open your books and look at the story Phil and Sue, please!*

Goal: Pupils will be able to listen and repeat the story.

Input: Phil and Sue are flying in the sky.

There are four pictures in the story.

Picture 1. Phil and Sue meet Ben. Phil greets Ben and shows him his ball. Ben is carrying a big bag. He says hello to two friends and shows them his bag, too.

Picture 2. Ben opens his bag and a kitten jumps out of the bag.

Picture 3. Phil reminds the kitten about the goat.

Picture 4. The little kitten chases the goat and the goat runs away. Ben, Phil and Sue are surprised and they laugh.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Procedure: **Step 1:** Have pupils look at the pictures. Ask them some questions, such as *Who are in the pictures? What are they doing?...* Then have pupils guess the content of the story. Check comprehension.

Step 2: Have pupils look at Picture 1, saying *Look at Picture 1, please!* Draw pupils' attention to the boys, the girl and the bubbles (as mentioned in *Input*).

Step 3: Let pupils listen to the recording, point to the sentences in the speech bubbles and repeat, saying *Now listen, point to the sentences and repeat, please!* Check comprehension.

Step 4: Repeat the same procedure with Pictures 2, 3 and 4. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording of the whole story several times and have pupils listen, point to the sentences in the speech bubbles and repeat until they feel confident. Go around and offer help, if necessary.

Step 6: Have pupils work in pairs, look at the pictures and read aloud the story. Go around to help or/and correct pronunciation.

Step 7: Play the recording again and invite a few pairs of pupils to listen to the recording and repeat the story in front of the class, saying *Well done!* when they perform well. Encourage them to use gestures, face expressions,... when they repeat the story.

Outcome: Pupils can listen and repeat the story with correct pronunciation, stress and intonation.

2. Look and circle.

Goal: Pupils will be able to identify the words for the pictures by circling them.



Input: Four pictures of the bag, the goat, the ball and the gate.

A chain of the eight words pupils have learnt in Units 1 - 8: *cat, gate, girl, goat, hand, head, bag, ball.*

Procedure: **Step 1:** Explain how to do the task, saying *Look at the pictures, find and circle the suitable words.*

Step 2: Ask them to identify the things/animal, saying *What can you see in the pictures? Can you see the bag? Yes, it is the bag. Say the word "bag", please!* Ask pupils to repeat the word several times, saying *Repeat, please!* Follow the same procedure with other pictures.

Step 3: Ask pupils to look at the pictures and circle the words in the chain, saying *Now use your pencil to circle the words.* Give pupils time to work. Give further support for those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and to swap their work, saying *Now work in pairs and check each other's answers.* Go around and offer help, if necessary.

Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *You did very well!* or *Great job!*

Outcome: Pupils can identify and circle the correct words: *bag, goat, ball, gate* correctly.

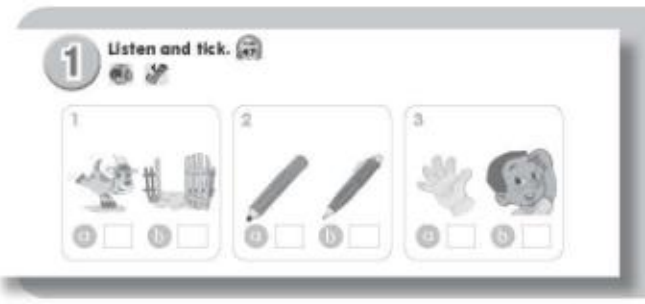
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Self-check

Warm-up

- Have pupils look at the story *Phil and Sue*, listen and repeat the sentences in the bubbles. Say *Look at the story, listen and repeat, please!*
- If there is enough time, ask some pairs to read the sentences in the story.
- Ask them to open their books and look at *Self-check*, saying *Open your books and look at Self-check, please!*

1. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are three questions (1, 2 and 3) in this activity. Question 1 includes the pictures: a. a goat, b. a gate. Question 2 includes the pictures: a. a pencil, b. a pen. Question 3 includes the pictures: a. a hand, b. a head.

Audio script: 1. a gate 2. a pen 3. a hand

Procedure: **Step 1:** Have pupils look at the pictures of Question 1, saying *Look at the pictures of Question 1, please! What can you see? Can you see a goat and a gate?* Ask them to say what they can see. E.g. 1a: I can see a goat. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class (saying *Point to the pictures and say, please!*). E.g. 1a. a goat, 1b. a gate.

Step 3: Before playing the recording, say *Are you ready? OK, now listen and tick, please!* Play the recording twice or more, if needed. Ask pupils to listen and tick the correct boxes. Give further support for those pupils who find it difficult to do the task.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and tick the correct boxes:
1. b 2. b 3. a.

2. Listen and circle.



Goal: Pupils will be able to listen and identify the sounds by circling the letters.

Input: There are four pairs of letters: 1. e i 2. e g
3. g h 4. h d

Audio script: 1. i 2. e 3. g 4. h

Procedure: **Step 1:** Have pupils look at the pairs of letters. Explain how to do the task, saying *Listen to the sound and circle the letters, please!* Check comprehension.

Step 2: Ask pupils to work in pairs to point to the letters in each pair and say the sounds, saying *Point to the letters and say, please!*

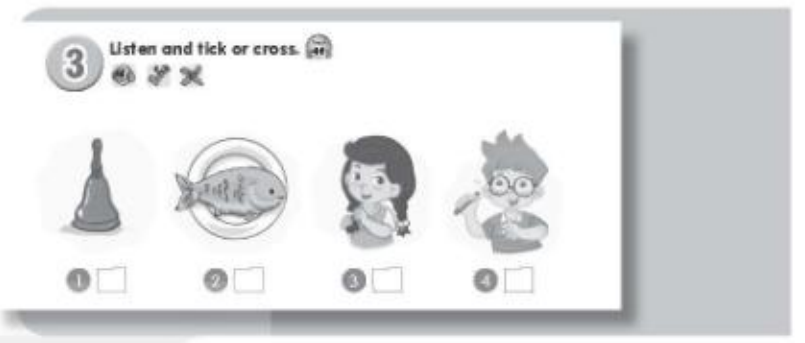
Step 3: Play the recording, ask pupils to listen (twice) and circle the letters. Say *Listen and circle, please!*

Step 4: Ask pupils to swap and check the answers. Play the recording again for them to check, if necessary. Give the correct answers.

Step 5: Invite some pupils to say the sound of the letters they have heard.

Outcome: Pupils can listen, identify the sounds and circle the correct letters:
1. i 2. e 3. g 4. h

3. Listen and tick or cross.



Goal: Pupils will be able to listen, recognise the words and put a tick or a cross in the box under each picture.

Input: The activity consists of four pictures: 1. a bell; 2. a fish on the plate; 3. a girl with brown hair; 4. a boy holding a pencil.
There is a box under each picture.

Audio script: 1. There's a bell. 2. I like chips.
3. Touch your hair. 4. I have a red pen.

Procedure: **Step 1:** Have pupils look at Picture 1 (saying *Look at Picture 1, please!*) and say what they can see (saying *What can you see? Can you see a bell? A ball?* …). Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1: a bell, 2: a fish.

Step 2: Draw pupils' attention to the box under Picture 1, saying *Can you see a box under the picture?*. Before playing the recording, say *Are you ready?*. Play the first sentence and have pupils do the task, saying *OK, now listen and tick or cross, please!*.

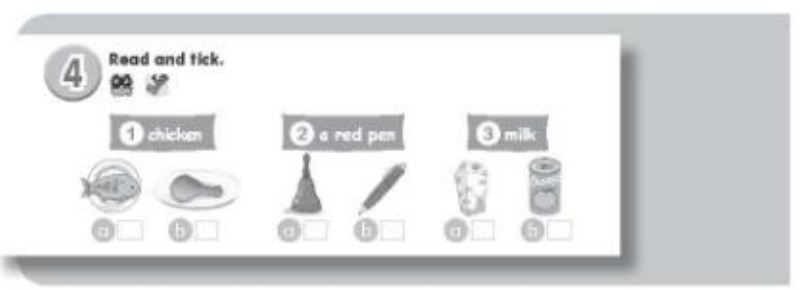
Step 3: Follow the same procedure with the other three pictures. Play the recording twice or more, if needed, ask pupils to listen and put a tick or a cross. Give further support for those pupils who find it difficult to do the task.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Invite some pupils to the front of the class to point to the pictures and say what they have heard. E.g. There's a bell.

Outcome: Pupils can listen, recognise the words and put a tick or a cross in the boxes correctly
1. ✓ 2. x 3. ✓ 4. x

4. Read and tick.



Goal: Pupils will be able to read and tick the correct boxes.

Input: There are three questions in the activity. Each question consists of one word/phrase and two pictures *a* and *b* for pupils to identify and put a tick in the box.

Procedure: **Step 1:** Have pupils look at the pictures (saying *Look at the pictures, please!*) and say what they can see. Say *What you can see?* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Ask pupils to look at the words/phrase in each question. Check comprehension.

Step 3: Get pupils to read the words/phrase and tick the correct boxes, saying *Now read the words/phrase and tick the correct pictures, please!* Give further support for those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their work, saying *Now work in pairs and check each other's answers*. Give pupils time to work. Go around and offer help, if necessary.

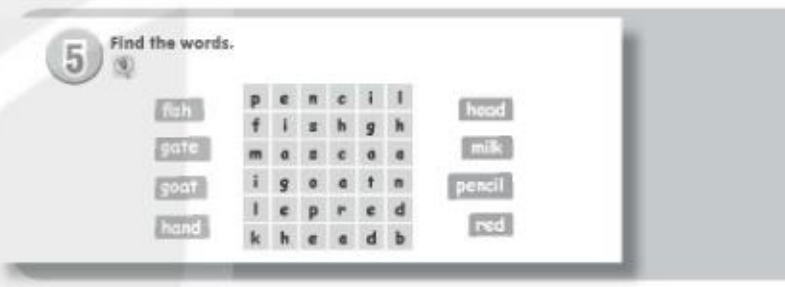
Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *You did very well!*

Outcome: Pupils can read and tick the correct boxes: 1. b 2. b 3. a.

5. Find the words.

Goal: Pupils will be able to identify the written form of the words they have learnt and say them correctly.

Input: There is a table of letters arranged in across and down lines, surrounded by eight words pupils have learnt.



Procedure: **Step 1:** Have pupils read the words around the table. Explain how to do the activity, saying *Look at the words around the table, find and circle the words in the table using pencils.*

Step 2: Model the first word. Have pupils look at the first word on the left, saying *Look at the word "fish", please!* Ask them to find the word *fish* in the table and circle, saying *Find and circle the word "fish", please!*

Step 3: Follow the same procedure with other words. Give further support to those pupils who find it difficult to do the task.

Step 4: Have pupils exchange their answers in pairs or in groups before checking as a class.

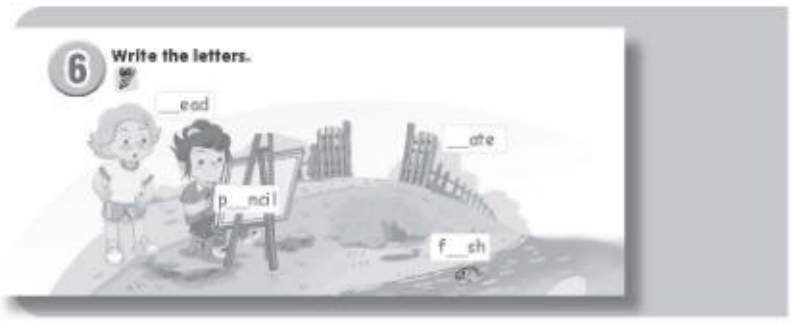
Step 5: Invite some pupils to point to the words in the table and say them in front of the class.

Outcome: Pupils can find and circle all the words in the table as fast as possible. They can also say the words correctly.

p	e	n	c	i	l
f	i	s	h	g	h
m	a	s	c	a	a
i	g	o	a	t	n
l	e	p	r	e	d
k	h	e	a	d	b

6. Write the letters.

Goal: Pupils will be able to write the letters and say the words which are illustrated in the picture correctly.



Input: The picture showing a part of a garden. There is a gate leading to the garden. There is a lake in the garden. There is a girl drawing a picture and her friend (a boy) is looking at the picture. Some incomplete words are also given.

Procedure: **Step 1:** Have pupils look at the picture. Draw pupils' attention to the missing letters of the words next to the things/animal/part of the body.

Step 2: Ask pupils to look at the head of the boy and the incomplete word __*ead*. Model with this word so pupils can understand how to complete the task.

Step 3: Have pupils look at the things/animal/part of the body, the incomplete words and complete the words. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to swap their answers with other classmates. Then check the answers as a class.

Step 5: Invite some pupils to point at the picture and say the words they have completed.

Outcome: Pupils can write the missing letters to complete the words and say the words correctly: *head, gate, fish, pencil.*

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 9 In the shop

Objectives

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

- pronounce the sound of the letter *O/o* in isolation and in the words *clocks, locks, mops* and *pots* correctly.
- say the sound of the letter *O/o* and the words *clocks, locks, mops* and *pots* in a chant.
- recognise the words in different situations when listening.
- use the exchange "*How many _____?*" – "*_____.*" to ask and answer questions about the quantity of things (from two to five).
- trace the letter *O/o* and complete the words *m__ps, p__ts, l__cks, cl__cks*.
- sing a song focusing on the structure *"There are _____."*

LESSON 1 (Period 1)

Warm-up

- Spend a few minutes revising the previous lesson by singing the song in *Unit 8, Lesson 3, Activity 8*.
- If time allows, let pupils play *Hot seat, Red words, green words* or *Simon says*, using the words they have learnt in the previous units.
- Have pupils open their books and look at *Unit 9, Lesson 1*, saying *Open your books and look at Unit 9, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *O/o* in isolation and in the words *clocks, locks, mops* and *pots* correctly.

Input: The picture is about the shop. A boy is getting a bottle from the shelf. There are many other things on the shelves such as clocks, locks, mops and pots. The word *locks* is next to the locks, the word *clocks* is next to the clocks, the



word *mops* is next to the mops, and the word *pots* is next to the pots. The letter *o* in the words *clocks, locks, mops* and *pots* is in red.

The sound of the letter *O/o* is the focus of *Unit 9*.

Procedure:

Step 1: Have pupils look at the picture (saying *Look at the picture, please!*) and answer some questions such as *Who can you see? Where are they?* and *What can you see on the shelves?* Draw pupils' attention to the letter *O/o*, the words next to the things and the colour of the letter *O/o* (as mentioned in *Input*).

Step 2: Ask pupils to point to the letter *O/o*, listen to the recording and repeat the sound of the letter *O/o*, saying *Point to the letter O/o, listen and repeat, please!*

Step 3: Have them point to the locks and/or the word *locks*, listen to the recording and repeat the word *locks*. Say *Point to the locks, listen and repeat, please!* Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*

Step 4: Repeat the same procedure with the words *clocks, mops* and *pots*. Correct pronunciation, if necessary.

Step 5: Play the recording again, let pupils point to the letter *O/o*, the things in the picture and say the sound of the letter and the words again. Repeat the step, if necessary. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 6: If time allows, call a few pupils to point to the letter *O/o*, the picture and say the sound of the letter *O/o* and the words *locks, clocks, mops* and *pots* in front of the class (saying *Well done!* when they performed well).

Outcome: Pupils can listen and repeat the sound of the letter *O/o* in isolation and in the words *clocks, locks, mops* and *pots* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *O/o* and the things (clocks, locks, mops and pots) in the picture and say the sound of the letter *O/o* and the words *clocks, locks, mops* and *pots* correctly.



Input: The same picture as mentioned in *Activity 1*.

Procedure:

Step 1: Have pupils look at the picture again, saying *Look at the picture again, please!* Ask them to describe the picture. Draw their attention to the letter *O/o*, the things, if necessary.

Step 2: Get them to point to the letter *O/o* and say it aloud, saying *Point to the letter O/o and say, please!*

Step 3: Individually, let pupils point to the locks in the picture and say the word *locks* as a model (saying *Point to the locks and say, please!*). Remind them of the sound of the letter *o* in the word *locks*. Then ask one pupil to point to the locks and say the word *locks* in front of the class. Check comprehension.

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Step 4: Follow the same procedure with other things and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Have pupils work in pairs or in groups to look at the picture, point to the letter *O/o,* the things and say the sound of the letter and the words aloud (saying *Point to the picture and say, please!*). Go around to offer help or correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *O/o*, the things, say the sound of the letter *O/o* and the words *clocks, locks, mops* and *pots* correctly.

Fun corner

If there is enough time, have pupils play *Slap the board.*

Slap the board

Goal: Pupils will revise the words (*clocks, locks, mops* and *pots*) through the game *Slap the board.*

Input: Four flashcards or four words (*clocks, locks, mops* and *pots*).

Procedure:

Step 1: Write four words (*clocks, locks, mops* and *pots*) or stick the flashcards with these words on the board. Tell pupils to look at the board, saying *Can you see the words clocks, locks, mops and pots? OK, now we will start the game.*

Step 2: Tell pupils how the game is played, saying *This game is played in a group of four pupils. When I say, for example, "clocks", you will run as quickly as possible to the board and touch/slap your hand on the word/flashcard. The one who is the quickest to touch/slap the correct word gets one point.*

Step 3: Call two groups (four pupils per group) to the front of the board. Ask the pupils in one group to say one of the words on the board. Have pupils in the second group listen to the word and touch/slap it. The pupil who is the quickest to touch/slap the correct word gets one point.

Step 4: Invite another two groups to play the game.

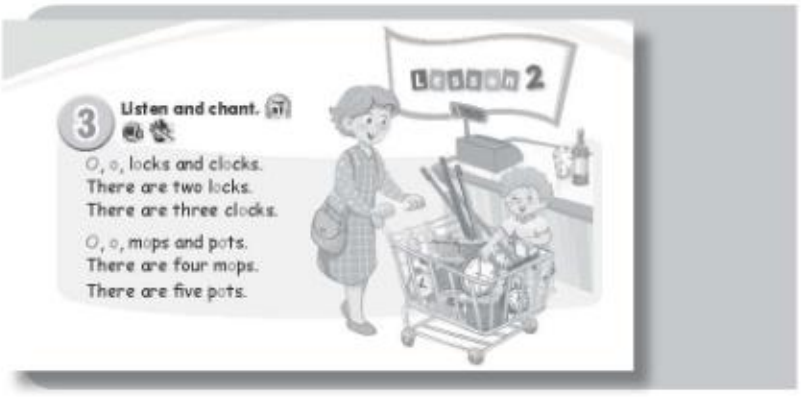
Outcome: The pupil who gets the most points at the end of the game will win.

LESSON 2 (Period 2)

Warm-up

- Have pupils play *Slap the board* again, saying *Play Slap the board, please!* Draw pupils' attention to the words they have learnt in *Lesson 1*. You may add more words to the game, such as *mouse, monkey, milk, …*
- Get pupils to open their books and look at *Lesson 2,* saying *Open your books and look at Lesson 2, please!*

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *O/o*, the words *locks, clocks, mops, pots* in a chant.

Input: There are two verses in the chant. The letter *O/o*, the words *locks* and *clocks,* and the sentences *"There are two locks."* and *"There are three clocks."* are introduced in the first verse. The letter *O/o*, the words *mops* and *pots,* and the sentences *"There are four mops."* and *"There are five pots."* are in the second one. The letter *O/o* is in red.

Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first verse and explain its meaning. Ask them to pay attention to the letter *O/o*, the words *locks* and *clocks,* and the sentences *"There are two locks."* and *"There are three clocks."* Check comprehension.

Step 2: Let them look at the first verse of the chant. Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!*

Step 3: Play the recording for pupils to listen and chant the first line. Show them how to chant and clap their hands, saying *Listen to the first line, chant and clap your hands, please!*

Step 4: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again to the first line and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Now listen, repeat and clap your hands along, please!*

Step 5: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary.

Step 6: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and chant, please!* Give further support to those pupils who find it difficult to do the task.

Step 7: Select some pupils to go to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

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Input: The activity consists of two questions (1 and 2). Question 1 includes two pictures: a. four clocks with the words *four clocks*, b. three mops with the words *three mops*. Question 2 includes two pictures: a. two pots with the words *two pots*, b. five locks with the words *five locks*.

Audio script: 1. There are three mops. 2. There are two pots.

Procedure: **Step 1:** Have pupils look at the pictures. First, let them point to Picture 1a, saying *Point to Picture 1a, please!* and ask what they can see, saying *What are they? Yes, they are clocks. How many clocks? Four.* Then have them point to the words, listen and repeat the words *four clocks* aloud, saying *Listen and repeat, please! Yes, four clocks.* Follow the procedure with other pictures and words. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Encourage some pupils to point to the pictures in Question 1 and say the words in front of the class. Say *Point to the pictures and say the words, please!* E.g. 1a: four clocks, 1b: three mops.

Step 3: Play the recording of the first sentence for pupils to listen, saying *Now listen to the recording, please!* Play the recording of the first sentence again for pupils to hear. Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "four clocks" or "three mops"?* If some pupils say *"four clocks"*, let them listen to the recording again until they tick the correct box.

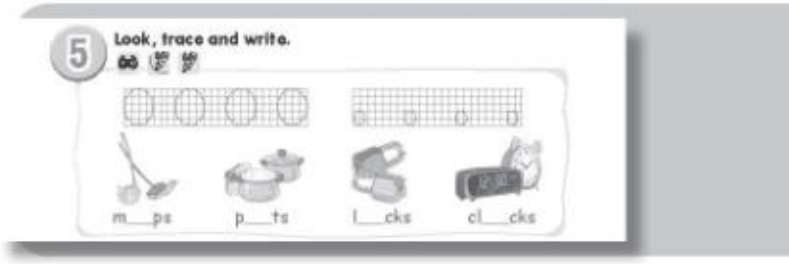
Step 4: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording, please!* Play the recording (several times if needed) for pupils to listen and tick the correct box.

Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. b 2. a.

5. Look, trace and write.

Goal: Pupils will be able to trace the letter *O/o* and write the missing letters in the given words.



Input: There are two parts in the activity: the upper case and lower case of the letter *o*, and the unfinished words *m__ps, p__ts, l__cks, cl__ cks* with the pictures of the mops, the pots, the locks and the clocks.

Procedure: **Step 1:** Have pupils look at the letter *O* (upper case), saying *Look at the letter O. What can you see? Yes, you can see the O (upper case).* Point to the upper case *O* and say *This is the letter O.* Check comprehension.

Step 2: Write the letter *O* (upper case) on the board, saying *Look at the board. What can you see now? Yes, you can see the letter O.* Check to make sure pupils understand the letter written in solid lines and that in broken lines.

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Step 3: Give pupils time to trace the letter *O* independently, saying *Now trace the letter O with your pencil.* You can demonstrate by air tracing or tracing the broken lines of the letter *O* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with the letter *o* (lower case). Give further support to those pupils who find it difficult to do the task.

Step 5: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 6: Give pupils time to look at the pictures and complete the words independently. Say *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 7: If there is enough time, invite some pupils to point to the letter *O/o* and say its sound (saying *Point to the letter and say, please!*). Then let them point to the pictures and say the complete words aloud (saying *Point to the pictures and say the words, please!*).

Outcome: Pupils can trace the letter *O/o* neatly and complete the words correctly.

LESSON 3 (Period 3)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the chant in *Lesson 2* and clap their hands, saying *Sing the chant on Page 41 and clap your hands, please!*
- If time allows, have pupils play *Pelmanism* or *Slap the board* to revise the words they have learnt in the previous lessons.
- Have pupils open their books and look at *Lesson 3*, saying *Open your books and look at Lesson 3, please!*

6. Listen and repeat.

Goal: Pupils will be able to listen and repeat the exchange: *"How many clocks?" – "Two."*

Input: - The question *"How many clocks?"* is used to ask about the number of clocks, and *"Two."* is used to give the short answer.



- A picture of two girls asking and answering the question about the number of clocks.

Procedure: **Step 1:** Have pupils look at the picture, saying *What can you see? Can you see the clocks? Yes, you can see the clocks.* Ask them to listen and repeat the word, saying *Listen and repeat the words, please! "Clocks".* Then let them point to the picture again and ask *How many clocks? Can you see two clocks? Yes, two clocks.*

Step 2: Get pupils to point to the first bubble, listen to the questions and repeat, saying *Listen and repeat, please! "How many clocks?"* Then have them point to the second bubble and repeat the answer, saying *Listen and repeat, please! "Two."*

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Step 3: Play the recording several times for pupils to listen and repeat the exchange, saying *Now listen and repeat, please!* Give more support to those pupils who find it difficult to do the task.

Step 4: Divide the class into two groups, one group listens and repeats the question and the other does the answer. Correct their pronunciation, if necessary or praise them if they pronounced the exchange correctly, saying *Well done!*

Step 5: Invite a few pairs to act out the exchange in front of the class. Go around and praise them if they performed well, saying *Well done!* Correct pronunciation to make sure pupils can repeat correctly the exchange.

Outcome: Pupils can listen and repeat the exchange correctly.

7. Let's talk.



Goal: Pupils will be able to ask and answer questions about the numbers of things, using *"How many _____?" – "_____."*

Input: There are two parts in the activity. Part 1 includes the structure of the question *"How many _____?"* and the answer. The question and answer are introduced in the bubbles. And part 2 consists of four pictures: a. two clocks, b. three locks, c. four pots, d. five mops.

Procedure: **Step 1:** Have pupils look at the bubbles to understand how the structure is used (*How many _____? – _____*). Explain the meaning of the question and the answer.

Step 2: Have pupils point to Picture a. Say *Look at Picture a, please!* Point to the clocks on the left and ask them *How many clocks?* Tell them that there are two, saying *Two.*

Step 3: Ask the class to say the question *How many clocks?* and the answer *Two* several times. If they said the sentences correctly, praise them *Well done!* Correct pronunciation, if necessary.

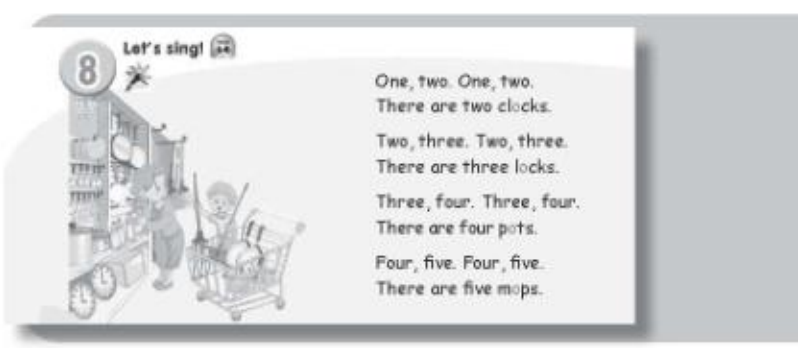
Step 4: Follow the same procedure with the rest of the pictures by getting pupils to point to the pictures, asking and answering the questions individually and then in pairs. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: If time allows, invite some pairs to point to the pictures and act out the exchanges in front of the class. Praise them, saying *Excellent!* if they performed well.

Outcome: Pupils can ask and answer questions about the numbers of things, using *"How many _____?" – "_____."* correctly.

8. Let's sing!

Goal: Pupils will be able to sing a song with numbers from one to five using the structure *"There are _____."*



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Input: The song contains five numbers (*one, two, three, four, five*) in lines 1, 3, 5, 7 and the structure *"There are _____."* to say about the quantity of things in lines 2, 4, 6, 8.

Procedure:

Step 1: Have pupils read the first, the third, the fifth and the seventh lines of the lyrics. Explain the meaning of the numbers (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the first line. Play the recording for them to listen and repeat (saying *Point to the first line, listen and repeat, please!*) for several times.

Step 3: Follow the same procedure with the third, the fifth and the seventh lines of the lyrics. Check pronunciation, the tune and the melody of the song, if necessary.

Step 4: Have pupils point to the second line. Play the recording for them to listen and repeat individually and in chorus. Explain the structure *"There are _____."* if necessary.

Step 5: Follow the same procedure with the fourth, the sixth and the eighth lines. Check pronunciation, the tune and the melody of the song, if necessary.

Step 6: Play the recording all the way through for class to sing the song and clap their hands. Go around and offer help, if necessary.

Step 7: If there is enough time, select some pupils to the front of the class to sing the song. The class may sing along and clap their hands.

Outcome: Pupils can sing the song with correct pronunciation, natural tune and sweet melody.

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VỚI CUỘC SỐNG

Unit 10 At the zoo

Objectives

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

- pronounce the sound of the letter *M/m* in isolation and in the words *mango, monkey, mother* and *mouse* correctly.
- say the sound of the letter *M/m* and the words *mango, monkey, mother* and *mouse* in a chant.
- recognise the words in different situations when listening.
- use "*That's a _____.*" to identify something.
- trace the letter *M/m* and complete the words _____*ango*, _____*other*, _____*onkey*, _____*ouse*.
- sing a song with the structure "*That's a/my _____.*"

LESSON 1 (Period 1)

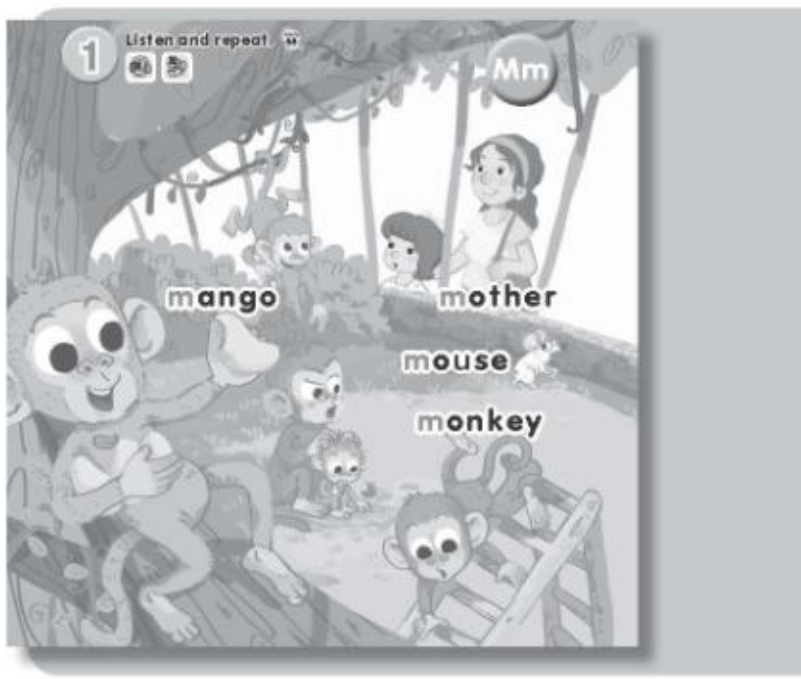
Warm-up

- Greet the class and get pupils to sing the song from *Unit 9*, saying *Sing the song on Page 42, please!*
- Spend a few minutes revising the previous lesson by asking pupils to count from one to five and say about the quantity of some school things in the class (e.g. *one book, two pencils*…) using numbers learnt in *Unit 9*.
- Have pupils open their books and look at *Unit 10, Lesson 1*, saying *Open the books and look at Unit 10, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *M/m* in isolation and in the words *mango, monkey, mother* and *mouse* correctly.

Input: The picture is about an English girl and her mum standing near the cage in the zoo, looking at some monkeys. A mouse is running around. The word *mango* is next to the mango, the word *mother* is next to the woman,



the word *monkey* is next to the monkey, the word *mouse* is next to the little mouse. The letter *m* in the words *mango, monkey, mother* and *mouse* is in red.

The sound of the letter *M/m* is the focus of *Unit 10*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the letter *M/m*, the words next to the person, the things and the colour of the letter *M/m* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *M/m*. Have them listen and repeat the sound of the letter *M/m*, saying *Point to the letter M/m, listen and repeat, please!* more than once, if necessary.

Step 3: Tell pupils to point to the mango and/or the word *mango*, saying *Point to the mango and the word "mango"*. Ask them to listen and repeat the word, saying *Listen and repeat, please!* Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeat well, praise them, saying *Well done!*

Step 4: Repeat the same procedure with the monkey, the mother and the mouse. Correct pronunciation, if necessary.

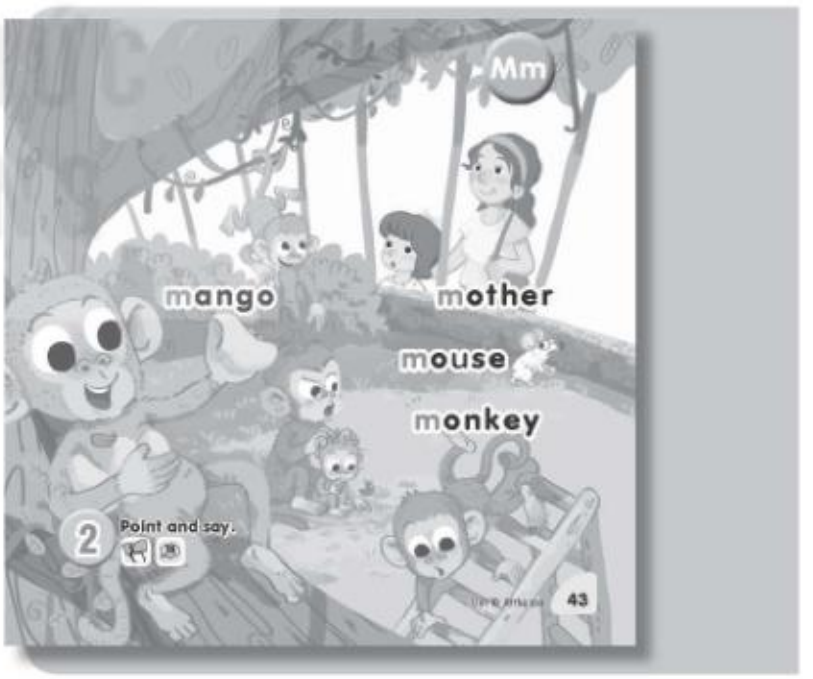
Step 5: Play the recording again and have them listen, point to the letter *M/m* and the words *mango, monkey, mother* and *mouse* and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 6: Play the recording again and call a few pupils to say the sound of the letter *M/m* and the words *mango, monkey, mother* and *mouse* in front of the class, saying *Excellent!* when they performed well.

Outcome: Pupils can listen and repeat the sound of the letter *M/m* in isolation and in the words *mango, monkey, mother* and *mouse* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *M/m*, the person/thing/animals (*mango, monkey, mother* and *mouse*) in the picture, say the sound of the letter *M/m*, the words *mango, monkey, mother* and *mouse*.



Procedure: The same picture as mentioned in *Activity 1*.

Step 1: Have pupils look at the picture again. Ask them to describe the picture. Draw their attention to the letter *M/m*, the person/thing/animals, if necessary.

Step 2: Get them to point to the letter *M/m* and say it, saying *Point to the letter M/m and say, please!*

Step 3: Let them point to the mango in the picture and say the word *mango* as a model, saying *Point to the mango and say "mango", please!* Remind them of the sound of the letter *m* in the word *mango*.

Step 4: Follow the same procedure with other animals/person. Go around and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Have pupils work in pairs or in groups to look at the picture, point to the letter *M/m*, the person and thing/animals, say the sound of the letter and the words. Say *Point to the picture and say, please!* Go around and offer help or correct pronunciation, if necessary.

Step 6: Invite a few pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Good work!*

Outcome: Pupils can point to the letter *M/m*, the person/thing/animals, say the sound of the letter *M/m*, the words *mango, monkey, mother* and *mouse* correctly.

Fun corner

If time allows, let pupils play the game *Find the odd one out.*

Find the odd one out

Goal: Pupils will be able to recognise which item is different from the others and say the word.

Input: Flashcards/pictures of different categories, e.g. (1) Toys: car, ball, duck; (2) Food: chips, fish, chicken; (3) School things: pencil, pen, book; (4) Animals: monkey, mouse, goat; (5) Pets: dog, cat, fish; (6) Body parts: head, hand, hair; …

Procedure: **Step 1:** Explain how to play the game, saying *Now look at the flashcards/ pictures, find the odd one out and say it, please!*

Step 2: Divide the class into four groups. Put three cards/pictures on the board, one of which is obviously different from the others, for example, a dog, a cat and a bag.

Step 3: Call the first group to go to the board. Ask the pupils to point to the odd one out in the first set of the flashcards/pictures. The pupil who points to the correct word *(bag)* then says it correctly gets one point for that group. If the pupil has difficulty, ask other pupils in the group to help him/her.

Step 4: Put the flashcards/pictures on the board and continue the game in the same way with other groups.

Outcome: The group that find the most odd one out (flashcards/pictures) and say the words correctly will win.

LESSON 2 (Period 2)

Warm-up

- Ask the class to play *Find the odd one out* again, using the words in *Lesson 1, Unit 10* and those in the previous units, saying *Now let us play Find the odd one out!*
- Get pupils to open their books and look at *Lesson 2* (saying *Open the books and look at Lesson 2, please!*).

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *M/m* and the words *mango, monkey, mother* and *mouse* in a chant.

Input: There are two verses in the chant. The letter *M/m* and the words *monkey, mouse* are introduced in the first verse. The letter *M/m* and the words *mother, mango* are introduced in the second one. The letter *M/m* is in red.

Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first verse and explain its meaning. Ask them to pay attention to the letter *M/m* and the words *monkey, mouse*. Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen and to get familiarised with the rhythm, saying *Listen to the first verse, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Listen again and repeat, please!*

Step 3: Follow the same procedure with the second verse. Correct pronunciation, if necessary.

Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen, chant and clap your hands, please!* Go around and offer help, if necessary.

Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Great work!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions (1 and 2) in this activity. Question 1 includes two pictures: a. a monkey, b. a mouse. Question 2 includes two pictures: a. an apple, b. a mango.

Audio script: 1. There's a monkey. 2. There's a mango.

Procedure: **Step 1:** Have pupils look at the pictures in Question 1 and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures in Question 1 and say the words in front of the class. Say *Point to the pictures and say the words, please!* E.g. 1a: a monkey, 1b: a mouse.

Step 3: Play the recording of the first sentence for pupils to listen, saying *Now listen, please!* Ask pupils what they have heard and ticked, saying *What did you hear? Did you hear "There's a monkey" or "There's a mouse"? Yes, it said "There's a monkey". You tick the box a.*

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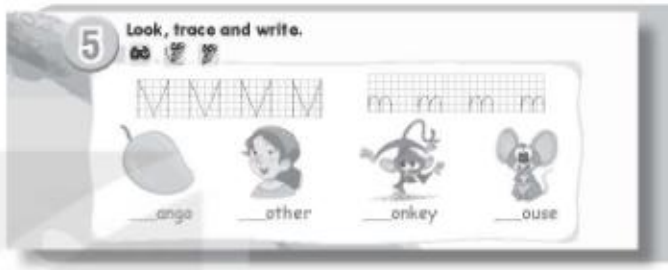
If some pupils say *"There's a mouse"*, let them listen to the recording again, saying *Now listen again, please!* Play the recording and ask *What did you hear? Did you hear "There's a monkey" or "There's a mouse"? Yes, "There's a monkey". Tick the box a. So a is the correct answer.*

Step 4: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen, please!* Play the recording (several times if needed) for pupils to listen and tick the correct box.

Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look, trace and write.



Goal: Pupils will be able to trace the letter *M/m* (upper case and lower case) and complete the words under the pictures.

Input: The letter *M/m* (upper case and lower case) and four pictures with incomplete words.

Procedure: **Step 1:** Have pupils look at the letter *M* (upper case) and *m* (lower case). Remind them how to trace it.

Step 2: Give pupils time to trace the letter *M/m* independently, saying *Now trace the letter M/m with your pencil.* You can demonstrate by air tracing or tracing the broken lines of the letter *M/m* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 3: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs, swap and check their answers. Give pupils time to work. Go around and offer help, if necessary.

Step 4: Then have pupils look at the four pictures in the activity. Ask some questions to help them identify the person and things in the pictures (e.g. *What's/Who's that? What can you see in the pictures?)*. Use the first picture as an example, ask pupils to look at it, guess what letter is missing and complete the word.

Step 5: Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 6: Ask some pupils to show what they have done. Praise them if they have done well, saying *You've done a good job!*

Outcome: Pupils can trace the letter *M/m* neatly and complete the words correctly.

LESSON 3 (Period 3)

Warm-up

- Remind pupils of what they have learnt in Lesson 2, saying *In Lesson 2, you have learnt to chant with the sound /m/ in the words mango, monkey, mother and mouse. You have listened to tick the correct pictures.*
- Ask the class to sing the chant again, saying *Now let us sing the chant*. Pay pupils' attention to the pronunciation, stress and rhythm.

- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your books on Page 45 and look at Lesson 3.*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"That's a monkey."*

Input: - The sentence *"That's a monkey."* is used to identify something.

- The picture of a girl and her mother looking at a monkey in the zoo.

Language note: *That* is used to identify a person or thing that is further away.

Procedure: **Step 1:** Have pupils look at the picture of a girl and her mother looking at a monkey. The daughter says *"That's a monkey"*. Explain the meaning of the sentence and how it is used. Check comprehension.

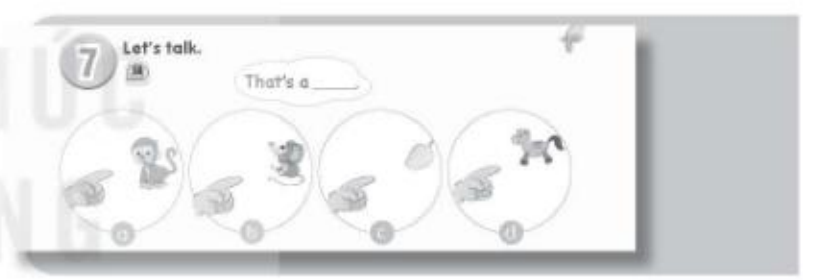
Step 2: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Invite a few pupils to listen and repeat the sentence *That's a monkey* in front of the class. Correct their pronunciation, if necessary or praise them when they pronounced the sentence correctly, saying *You did very well!*

Step 4: Ask some pupils to point to and repeat the sentence *That's a monkey*. Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.

Outcome: Pupils can listen and repeat the sentence *"That's a monkey."* correctly.

7. Let's talk.



Goal: Pupils will be able to identify something, using *"That's a ____."*

Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"That's a ____."* Part 2 includes four pictures of a monkey, a mouse, a mango and a horse.

Procedure: **Step 1:** Have pupils look at the bubble to understand how the structure is used. Explain the meaning of the structure.

Step 2: Have pupils look at the first picture. Say *Look at Picture 1, please!* Point to the monkey and ask them, saying *What's that?* Tell them that it is a monkey, saying *That's a monkey.*

Step 3: Ask pupils to use the structure *"That's a ____."* in the bubble and Picture 1 (a monkey) to identify something, e.g. *That's a monkey*. Get them to repeat the sentence several times individually and in chorus. Check comprehension.

Step 4: Follow the same procedure with the other pictures. Make sure pupils understand the structure *"That's a ____."* and say it with the right pronunciation and intonation.

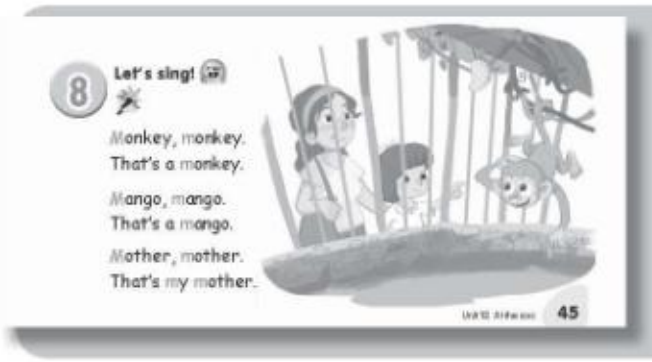
Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Ask pupils to work in pairs/groups, using *"That's a ____."* with the picture cues.

Step 6: Select some pupils to practise identifying something in front of the class. Praise them, saying *That's right!* or *Superb!* if they performed well.

Outcome: Pupils can identify something with *"That's a ____."* correctly.

8. Let's sing!



Goal: Pupils will be able to sing a song with the structure *"That's a/my ____."*

Input: There are three verses in the song. The first verse includes the word *monkey* and the structure *"That's a ____."* The second verse contains the word *mango* and the structure *"That's a ____."* The third verse contains the word *mother* and the structure *"That's my ____."*

Procedure: **Step 1:** Have pupils look at the lyrics to get familiarised with the first verse of the song. Explain the meaning of the sentence *That's a monkey*. Say *Now look at the first verse, please!* Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly. Check comprehension.

Step 2: Follow the same procedure with the second and third verses. Correct pronunciation and the melody of the song, if necessary.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song.*

Step 4: Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. If there is time, let them sing the song several times until they feel confident.

Step 5: Select some groups to the front of the class to sing the song or ask some pupils to sing the song individually. The class may sing along and clap their hands. Praise them when they performed well, saying *Fantastic!* or *Excellent!*

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Fun time 3

General description

Fun Time 3 serves two purposes: providing fun and revising the content of *Unit 9* and *Unit 10*. It is taught in two lessons.

- *Activities 1* and *2* are taught in *Lesson 1*. In *Activity 1*, pupils have an opportunity to revise some words they have learnt by tracing and colouring the pictures and then saying the words. In *Activity 2*, pupils play the famous game *Simon says* again to remind them of the upper case letters *O* and *M* as well as the lower case letters *o* and *m*.
- *Lesson 2* contains *Activities 3* and *4*. In *Activity 3*, pupils have a chance to revise some phrases that they have learnt in the previous units. *Activity 4* in the form of a popular game helps pupils remember the words they have learnt in the previous units.

Objectives

By the end of *Fun time 3*, pupils will be able to:

- say the words they have learnt with correct pronunciation.
- match the phrases with the correct pictures.
- imitate the upper case letters *O* and *M* and the lower case letters *o* and *m*, using body positions.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 1 (Period 1)

Warm-up

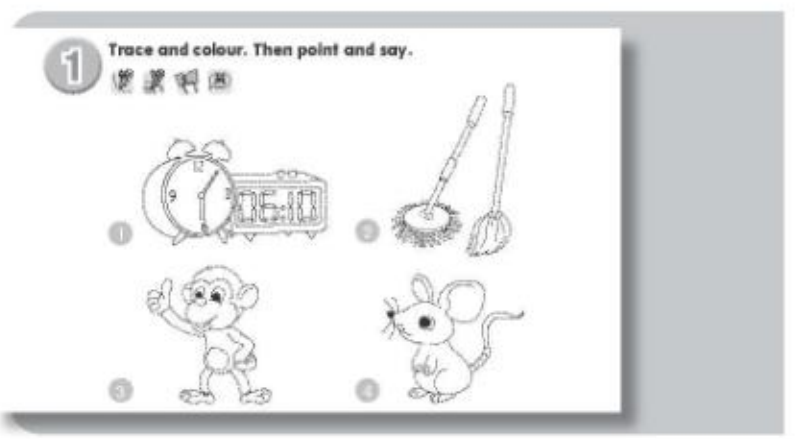
- Ask pupils to sing the chant in *Unit 10*. Divide the class into two teams and each sings the chant aloud. Then ask one team to read a line, and the other team to read the following line.
- Have pupils open their books and look at *Fun time 3, Activity 1*. Say *Open your books and look at Fun time 3, Activity 1, please!*

1. Trace and colour. Then point and say.

Goal: Pupils will revise the words *clocks, mops, monkey* and *mouse*.

Input: Four pictures for pupils to trace and colour.

Procedure: **Step 1:** Have pupils look at the pictures and explain what to do, saying *Trace and colour the pictures, please!* Model with the first picture, if necessary.



Step 2: Ask pupils to trace the pictures and colour them individually. Give further support to those pupils who find it difficult to do the task.

Step 3: Have pupils work in pairs to compare their work and practise saying the words, saying *Point to the pictures and say the words, please!* Move around and correct their pronunciation, if necessary.

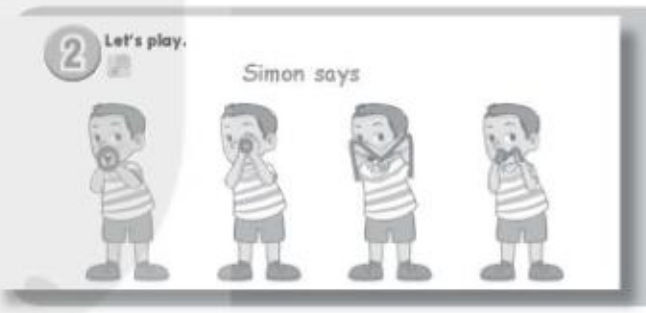
Step 4: Call some pupils to show their work, point to the pictures and say the words in front of the class. Say *Excellent!* when they perform well.

With a better class, you can extend the activity. After the pupils have finished the above activity, divide the class into two teams. Call one pupil from each team to go to the board. Read out a word for these pupils to write the word down. Pupils from each team take turns to go to the board and write the words. Give a point for each correct word.

Outcome: Pupils can trace and colour the pictures and say the words with correct pronunciation: 1. *clocks*, 2. *mops*, 3. *monkey*, 4. *mouse*.

2. Let's play.

Simon says



Goal: Pupils will revise the upper case letters *O* and *M* as well as the lower case letters *o* and *m*, using their body positions.

Input: Four boys showing different body positions. These positions show the letters *O* and *M* as well as the letters *o* and *m*.

Four commands can be used in the game:

Simon says show me a big O.

Simon says show me a little o.

Simon says show me a big M.

Simon says show me a little m.

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to explain how to play the game. Explain the rules of the game again: Teacher gives a command which begins with *Simon says* and pupils have to use their body positions to show the letters. The pupils who make the wrong positions will be out of the game. Check pupils' understanding by getting one pupil to repeat what they have to do.

Step 2: Model the position of the first letter. Instruct pupils to imitate each position. Help them practise this position until they can remember. Follow the same procedure with the other letters. Give further support to those pupils who find it difficult to do the task.

Step 3: Have the whole class play the game, saying *Let's play, please!* Ask one or two pupils to be the observer of the game. Give out the commands and monitor pupils to play the game. The pupils who cannot show the right position will be out and become the observers.

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Step 4: Divide the class into two teams. Each team plays the game. Give stars/points to the winner.

With a better class, after the pupils become experts at the game, you can increase the difficulty. A command starting with *Simon says* means pupils must obey that command. A command without the beginning *Simon says* means do not do this action. Anyone who breaks one of these two rules is eliminated from the game. Pupils can also give the commands for other pupils to play.

Outcome: Pupils can play the game successfully by showing the correct body positions for each letter.

LESSON 2 (Period 2)

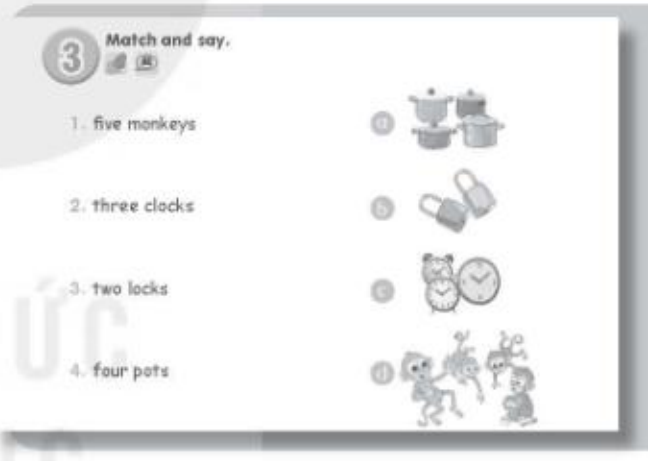
Warm-up

- Greet the class by saying *Hi!*
- Have pupils play the game *Simon says* again, saying *Let's play Simon says, please!*
- Ask them to open their books and look at *Fun time 3, Activity 3.* Say *Open your books and look at Fun time 3, Activity 3.*

3. Match and say.

Goal: Pupils will revise some learnt phrases: *two locks, three clocks, four pots, five monkeys.*

Input: The activity consists of four phrases and four pictures describing these four phrases.



Procedure: **Step 1:** Have pupils look at the phrases and the pictures. Explain how to do the activity: Pupils look at each phrase on the left and elicit its meaning. Draw their attention to the numbers. Then pupils look at the pictures on the right and find one appropriate picture to match the phrase. After that, pupils draw a line from the phrase to the suitable picture. Check comprehension.

Step 2: Model the first phrase with the whole class. Have pupils read the phrase in the first question, saying *Read the first phrase, please!* Then ask pupils to say, e.g. *five monkeys*. Have them look at the pictures and ask them *Which picture can you see five monkeys?* Have them point to the picture with five monkeys and say the phrase (e.g. d. *five monkeys*). Ask them to draw a line from the phrase to the suitable picture, saying *Draw a line, please!*

Step 3: Follow the same procedure with Questions 2, 3 and 4. Give further support to those pupils who find it difficult to do the task.

Step 4: Have pupils work in pairs to compare their work and practise saying the phrases. Move around and correct their pronunciation, if necessary.

Step 5: Call some pupils to show their work and say the phrases in front of the class. Give comments and confirm the correct answers.

Outcome: Pupils can match some learn phrases with correct pictures. They can say the phrases correctly with good pronunciation.

4. Let's play.

Kim's game



Goal: Pupils will revise some words they have learnt.

Input: A picture showing a board with six different pictures on it.

Procedure: **Step 1:** Explain how to play this game: Stick six pictures of things/people/animals on the board. Ask pupils to look carefully at the pictures for 30 seconds. Then put all of the pictures away and ask pupils to say out all the words represented by the pictures.

Step 2: Stick the pictures of the words from *Unit 9* to *Unit 10* on the board.

Step 3: Have pupils look at the pictures of the words for 30 seconds, saying *Look at the pictures, please!*

Step 4: Put all of the pictures away and have pupils say out all the words. Say *Now say the words, please!* Move around and correct their pronunciation, if necessary.

You may increase the number of pictures with each time of playing.

Pupils can play and compete in pairs or small groups. With a better class, divide the class into groups. After putting all of the words on the board away, ask the groups to write down the words. Then count the correct words and give the group with the most correct words bonus points.

Outcome: Pupils can play the game successfully. They can say the words correctly.

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Unit 11 At the bus stop

Objectives

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

- pronounce the sound of the letter *U/u* in isolation and in the words *sun, truck, bus* and *running* correctly.
- say the sound of the letter *U/u* and the words *sun, truck, bus, running* in a chant.
- recognise the words in different situations when listening.
- use "___*'s running.*" to talk about what someone is doing at the moment.
- trace the letter *U/u* and complete the words *s__n, tr__ck, b__s, r__nning*.
- sing a song with the structures "*It's a* ____." and "*The boy is* ____."

LESSON 1 (Period 1)

Warm-up

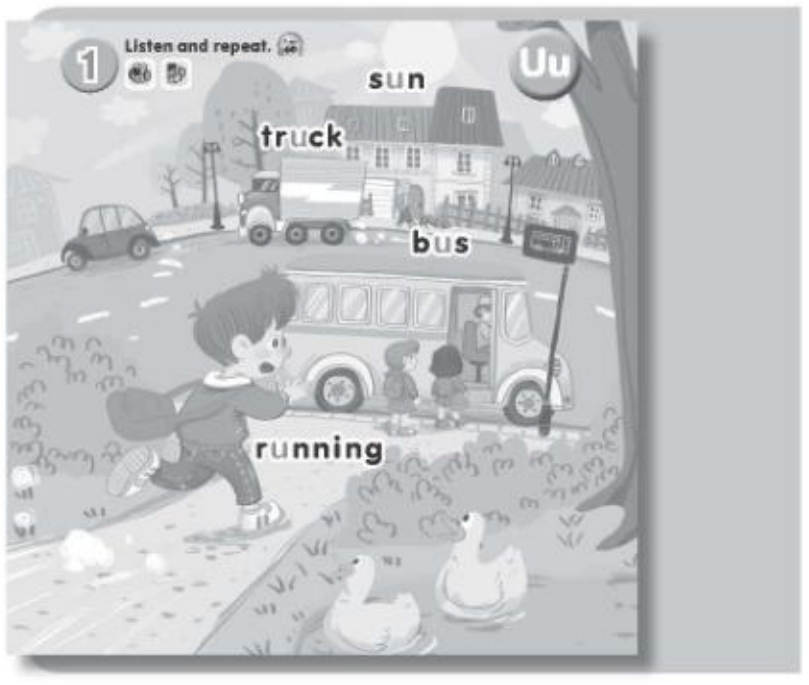
- Get pupils to sing the song from *Unit 10*, saying *Sing the song on Page 45, please!*
- If there is enough time, let pupils play *Find the odd one out*, using the words they have learnt in *Unit 10*.
- Have pupils open their books and look at *Unit 11*, *Lesson 1*, saying *Open the books and look at Unit 11, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *U/u* in isolation and in the words *sun, truck, bus* and *running* correctly.

Input: The picture is about a boy running to the bus on the way to school. The sun is shining. The truck is also in the street, opposite the bus.

The word *running* is next to the boy, the word *bus* is next to the bus, the word *truck* is next



to the truck, and the word *sun* is under the sun. The letter *u* in the words *sun, truck, bus, running* is in red.

The sound of the letter *U/u* is the focus of *Unit 11*.

Procedure: **Step 1:** Have pupils look at the picture (saying *Look at the picture, please!*) and describe the picture. Draw pupils' attention to the letter *U/u*, the word next to the boy and other words next to the things and the colour of the letter *U/u* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *U/u*, listen to the recording and repeat the sound of the letter *U/u*, saying *Point to the letter U/u, listen and repeat, please!*

Step 3: Have them point to the sun and/or the word *sun*, listen to the recording and repeat the word *sun*. Say *Point to the sun, listen and repeat, please!* Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*

Step 4: Follow the same procedure with the truck and the bus. Correct pronunciation, if necessary.

Step 5: Get them to look at the boy and help them to identify the character and the situation by asking and answering the question *What is the boy doing? – He is running.* Then play the recording for them to listen and repeat the word *running*. Check pupils' comprehension.

Step 6: Have pupils point to the letter *U/u*, the things or the words, listen to the recording again and say the sound of the letter and the words again. Repeat the step, if necessary. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 7: Play the recording again and call a few pupils to say the letter *U/u* and the words *sun, truck, bus, running* in front of the class (saying *Well done!* when they performed well).

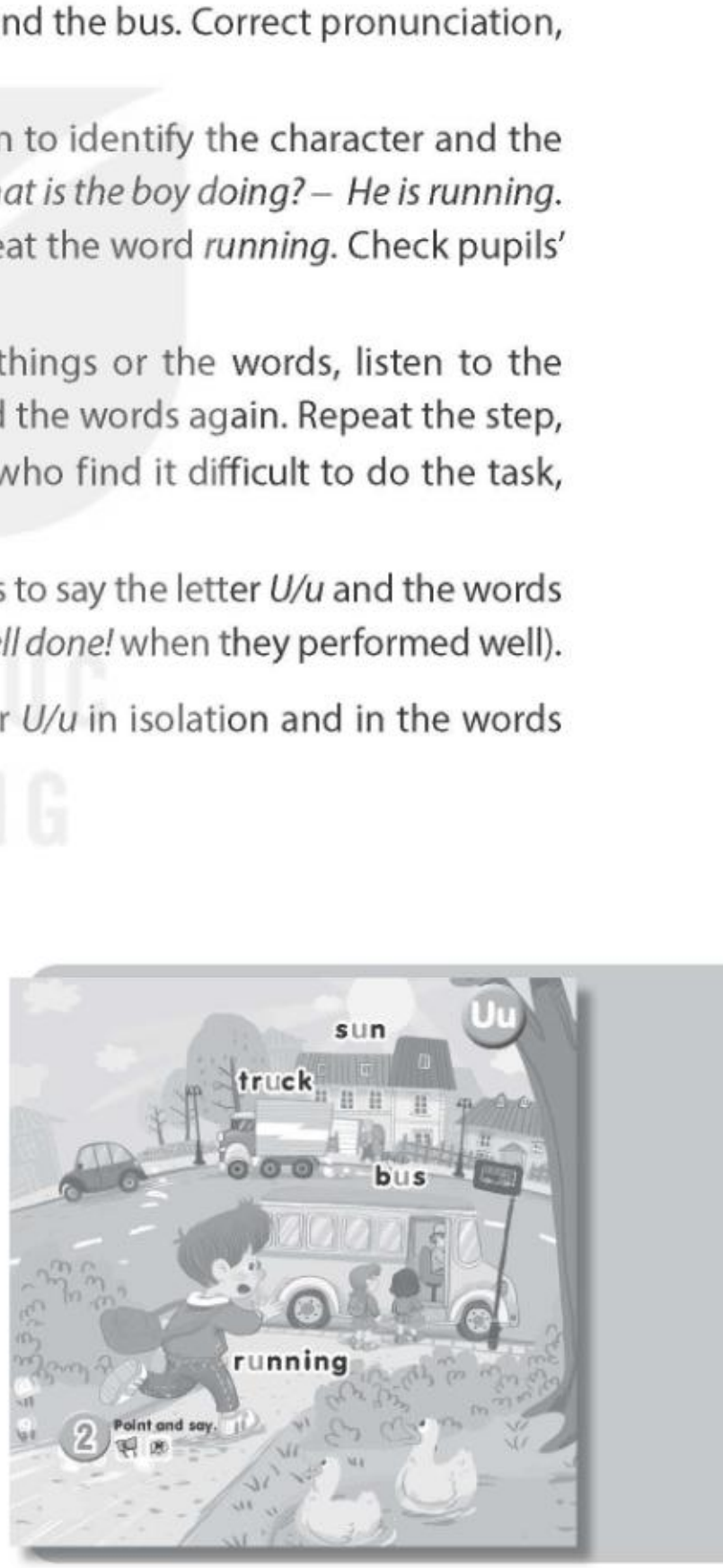
Outcome: Pupils can listen and repeat the sound of the letter *U/u* in isolation and in the words *running, bus, truck, sun* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *U/u*, the boy and the things (sun, truck, bus) in the picture and say the sound of the letter *U/u* and the words *running, sun, truck, bus.*

Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again and explain the situation in which the language is used. Say *Look at the picture, please!* Ask one or two pupils to describe the picture. E.g. *The boy is running (to the bus). The sun is shining. The truck is moving (in the street).* Draw their attention to the letter *U/u* and the words they have learnt in *Activity 1*.



Step 2: Individually, let pupils point to the letter *U/u* and say it aloud, saying *Point to the letter U/u and say it, please!*

Step 3: Let them point to the sun and say the word *sun* as a model (saying *Point and say, please!*). Remind them of the sound of the letter *u* in the word *sun*. Then ask one pupil to point to the sun and say the word *sun* in front of the class. Check comprehension.

Step 4: Follow the same procedure with other things and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Have pupils work in pairs or in groups to look at the picture, point to the letter *U/u,* the boy and the things and say the sound of the letter and the words aloud. Say *Point to the picture and say, please!* Go around to offer help or correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. Correct pronunciation, if necessary.

Outcome: Pupils can point to the letter *U/u*, the boy/the things, say the sound of the letter *U/u* and the words *sun, truck, bus, running* correctly.

Fun corner

If there is enough time, let pupils play *Pelmanism*.

Pelmanism

Goal: Pupils will revise the words they have learnt through the game *Pelmanism.*

Input: There are two sets of cards. One set has four cards with four words (*sun, truck, bus, running*) on one side. The other set has four cards, each of which has a picture representing one of the target words.

Procedure: **Step 1:** Tell pupils about two sets of cards (as mentioned in *Input*). Check comprehension.

Step 2: Tell pupils that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension.

Step 3: Put pupils into groups of four and give each group a set of cards.

Step 4: Get the groups to shuffle the cards and distribute them face down on the table.

Step 5: Have each player in turn select two cards and turn them face up. If the word matches the picture, the player wins the pair and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go. The game ends when all the cards are gone.

Outcome: The pupil who gets the most cards at the end of the game is the winner.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to play the game *Pelmanism* or *Simon says*. Draw pupils' attention to the words they have learnt in *Lesson 1*. You may add more cards to the game, e.g. *mouse, monkey, milk, …*
- Get pupils to open their books and look at *Lesson 2*.

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *U/u*, the words *sun, truck, bus, running* and the structures *"Look at the _____.", "The _____ is running/moving."* in a chant.

Input: There are two verses in the chant. The letter *U/u* and the sentences *"Look at the truck/bus.", "The truck/bus is moving."* are introduced in the first verse. The sentences *"Look at the boy.", "The boy is running (in the sun)."* are in the second one. The letter *U/u* is in red.

Procedure: **Step 1:** Have pupils look at the chant (Saying *Look at the chant, please!*). Draw pupils' attention to the first verse and explain its meaning. Ask them to pay attention to the letter *U/u* and the sentences *"Look at the truck/bus.", "The truck/bus is moving."* Check comprehension.

Step 2: Let them look at the first verse of the chant. Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!*

Step 3: Get pupils to point to the first line, play the recording and ask them to listen and repeat. Say *Point to the first line, listen and repeat, please!* Show them how to chant and clap their hands or do actions.

Step 4: Get pupils to point to the second line, play the recording and ask them to listen and repeat. Correct pronunciation, if necessary.

Step 5: Follow the same procedure with the second verse.

Step 6: Play the recording again (more than once, if necessary) for pupils to listen and repeat the chant individually and in chorus. Give further support to those pupils who find it difficult to do the task.

Step 7: Select some groups to the front of the class to chant and clap their hands/do actions. The rest of the class may give comments.

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are two questions (1 and 2) in this activity. Question 1 includes two pictures:

a. a bus, b. a truck. Question 2 consists of two pictures: a. a boy who is jumping, b. Ba is running.

Audio script: 1. Look at the bus. 2. Ba is running.

Procedure: **Step 1:** Have pupils look at the pictures and say what they can see by answering the questions such as *What is this? What is the boy doing*? Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Encourage some pupils to point to the pictures in Question 1 and say the words in front of the class. Say *Point to the pictures and say the words, please!* E.g. 1a: a bus, 1b: a truck.

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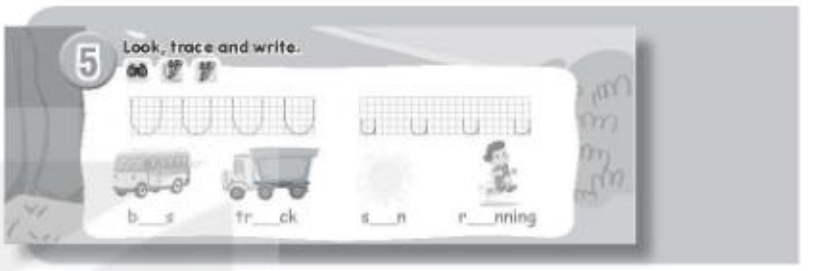
Step 3: Play the recording of the first sentence for pupils to listen, saying *Now listen to the recording, please!* Play the recording of the first sentence again for pupils to hear. Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "Look at the bus" or "Look at the truck"? You tick the box a if it said "Look at the bus".*

Step 4: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording please!* Play the recording (several times if needed) for pupils to listen and tick the correct box, saying *Listen and tick, please!*

Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words, praise them, saying *Well done!* or *Very good!*

Outcome: They can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look, trace and write.



Goal: Pupils will be able to trace the letter *U/u* and complete the words *b__s, tr__ck, s__n, r__nning.*

Input: There are two parts in the activity: the upper case and lower case of the letter *u,* and the unfinished words *b__s, tr__ck, s__n, r__nning* with the pictures of the bus, the truck, the sun and the boy who is running.

Procedure: **Step 1:** Have pupils look at the letter *U* (upper case), saying *Look at the U (upper case).* Point to the upper case *U* and say *This is the letter U.* Check comprehension.

Step 2: Write the letter *U* (upper case) in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the letter U (upper case).* Check to make sure pupils understand the letters written in solid lines and those in broken lines.

Step 3: Give pupils time to trace the letter *U* independently (saying *Now trace the letter U with your pencil).* You can demonstrate by air tracing or tracing the broken lines of the letter *U* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with the letter *u* (lower case).

Step 5: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 6: Give pupils time to look at the pictures and complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 7: If there is enough time, invite some pupils to point to the letter *U/u* and say its sound, saying *Point to the letter and say, please!* Then let them point to the pictures and say the complete words aloud, saying *Point to the pictures and say the words, please!*

Outcome: Pupils can trace the letter *U/u* neatly and complete the words correctly.

LESSON 3 (Period 3)

Warm-up

- Ask the class to sing the chant in *Lesson 2* and clap their hands or do actions.
- If there is enough time, have pupils play *Hot seat, Pelmanism* or *Simon says* to revise the words they have learnt in the previous lessons.
- Have pupils open their books and look at *Lesson 3*.

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentences *"He's running.", "She's running."*

Input: - The sentences *"He's running.", "She's running."* are used to express the action that is going on/happening at the moment of speaking.
- The picture of a boy and a girl running.

Procedure: **Step 1:** Have pupils look at the picture, saying *Who are they? They are pupils. Can you see a boy? Yes, he's running.* Then let them point to the first sentence, listen and repeat, saying *Listen to the recording and repeat, please! "He's running".* Explain the meaning of the sentence and how it is used, if necessary. Play the recording several times for pupils to listen and repeat. Give more support to those pupils who find it difficult to do the task.

Step 2: Invite a few pupils to listen and repeat *He's running* in front of the class. Correct pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Very good!*

Step 3: Repeat the same procedure with *She's running*. Go around and offer help, if necessary.

Step 4: Play the recording again and let pupils listen and repeat *He's running* and *She's running*. Encourage some pupils to repeat the sentences in front of the class. Go around and praise them if they performed well, saying *Well done!* Correct pronunciation to make sure pupils can repeat correctly the two sentences.

Outcome: Pupils can listen and repeat the sentences *"He's running.", "She's running."* correctly.

7. Let's talk.



Goal: Pupils will be able to talk about what someone is doing at the moment, using *"_____'s running."*

Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"_____'s running."* In part 2, there are four pictures: a. Ann, b. Ba, c. Bill, d. Hoa.

Procedure: **Step 1:** Have pupils look at the bubble. Explain how the structure *"_____'s running."* is used (to talk about an action happening/going on at the moment of speaking).

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Step 2: Have pupils look at the first picture. Say *Look at Picture a, please!* Then point to the bubble and say *She's running.*

Step 3: Ask pupils to say *She's running* in chorus and individually (*Now, point to Picture a and say "She is running"*). If they said the sentence correctly, praise them *Well done!* Correct pronunciation, if necessary.

Step 4: Repeat the same procedure with Pictures *b*, *c* and *d*. Give further support to those pupils who find it difficult to do the task, if necessary.

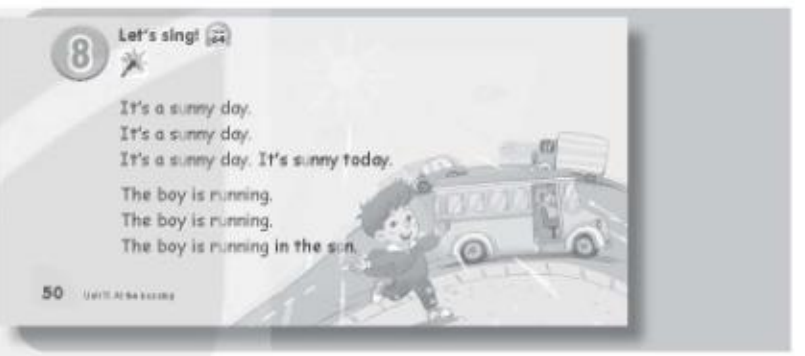
Step 5: Select some pupils to say the sentences in front of the class. Praise them, saying *Excellent!*, if they performed well.

Outcome: Pupils can talk about what someone is doing at the moment, using *"____'s running."* and the picture cues.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structures *"It's a ____."* and *"The boy is ____."*

Input: There are two verses in the song. The first verse is used to describe the weather (*It's a sunny day*), the second one is about an action going on/happening now (*The boy is running*).



Procedure: **Step 1:** Have pupils look at the first line of the first verse. Explain the meaning of the word *sunny* and the sentence *"It's a sunny day."* Check comprehension.

Step 2: Have pupils point to the first line of the first verse, listen to the recording and repeat individually and in chorus, saying *Point to the first line, listen and repeat, please!*

Step 3: Repeat the same procedure with other lines of the first verse. Correct pronunciation and the melody of the song, if necessary.

Step 4: Repeat the same procedure with the second verse. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording all the way through for the class to sing and do actions along. Go around and offer help, if necessary.

Step 6: Select some pupils to go to the front of the class to sing the song. The class may sing along and do actions.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

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Unit 12 At the lake

Objectives

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

- pronounce the sound of the letter *L/l* in isolation and in the words *lake, leaf, lemons* and *Lucy* correctly.
- say the sound of the letter *L/l* and the words *Lucy, lake, lemons* in a chant.
- recognise the words in different situations when listening.
- use *"Look at (the) _____."* to express a command.
- trace the letter *L/l* and complete the words *__ucy, __ake, __eaf, __emons.*
- sing a song with the structures *"Look at _____."* and *"She's/It's _____."*

LESSON 1 (Period 1)

Warm-up

- Spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 11, Lesson 3* and do actions, saying *Sing the song and do actions, please!*
- If there is enough time, let pupils play *Pelmanism, Slap the board* or *Simon says*, using the words they have learnt in the previous units.
- Have pupils open their books and look at *Unit 12, Lesson 1*, saying *Open the books and look at Unit 12, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *L/l* in isolation and in the words *lake, leaf, lemons* and *Lucy* correctly.

Input: The picture is about a family having a picnic lunch by the lake in the park. Lucy is drinking. The mother is eating. The father is reading. The son is trying to catch a large leaf that is falling from a nearby tree. Some lemons are visible in the hamper.



The word *Lucy* is next to Lucy, the word *lake* is on the lake, the word *leaf* is next to the leaf, and the word *lemons* is next to the lemons. The letter *L/l* in the words *Lucy, lake, leaf, lemons* is in red.

The sound of the letter L/l is the focus of *Unit 12*.

Procedure: **Step 1:** Have pupils look at the picture and answer some questions, such as *Who are they? Where are they? What are they doing?* and *Can you see the lake? Can you see the leaf? Can you see the lemons?* Draw pupil's attention to the letter *L/l*, the words next to the character and things, and the colour of the letter *L/l* (as mentioned in *Input*). Check comprehension.

Step 2: Have pupils point to the letter *L/l*, listen to the recording and repeat the sound of the letter *L/l*. Say *Point to the letter L/l, listen and repeat, please!* Play the recording several times for pupils to listen and repeat the sound of the letter.

Step 3: Have them point to the lake and/or the word *lake*, listen to the recording and repeat the word *lake*, saying *Point to the lake, listen and repeat, please!* Then play the recording again, if necessary, for pupils to listen and repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*

Step 4: Repeat the same procedure with Lucy, the leaf and the lemons. Correct pronunciation, if necessary.

Step 5: Have pupils point to the letter *L/l*, Lucy and the things or the words, listen to the recording again and say the sound of the letter and the words again. Give further support to those pupils who find it difficult to do the task, if necessary.

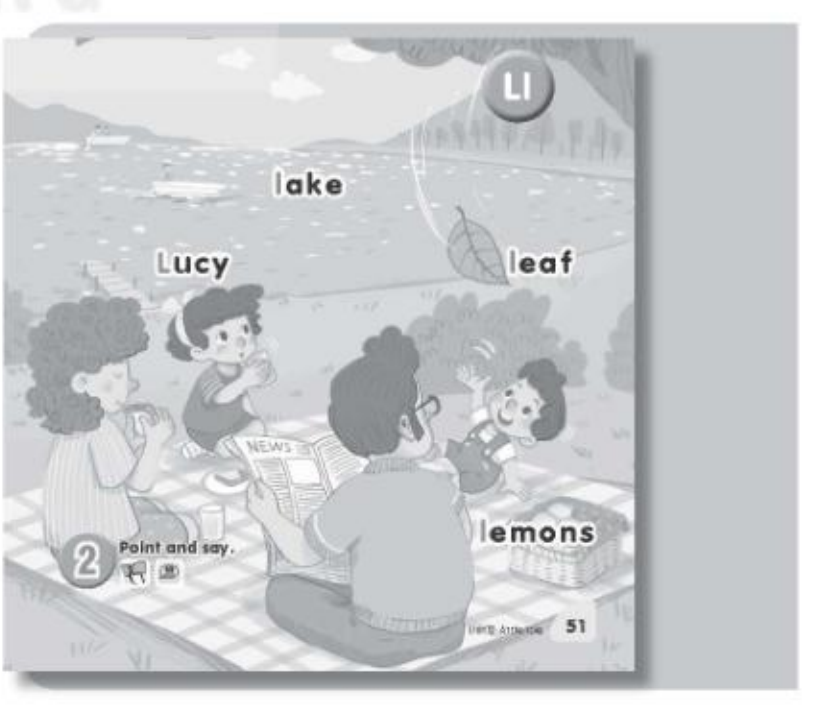
Step 6: Play the recording again and invite a few pupils to say the letter *L/l* and the words *Lucy, lake, leaf, lemons* in front of the class.

Outcome: Pupils can listen and repeat the sound of the letter *L/l* in isolation and in the words *Lucy, lake, leaf, lemons* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *L/l*, the character (Lucy), the things (lake, leaf, lemons) and say the sound of the letter *L/l* and the words *Lucy, lake, leaf, lemons*.

Input: The same picture in *Activity1*.



Procedure: **Step 1:** Have pupils look at the picture again and explain the situation in which the language is used, saying *Look at the picture and describe it, please! E.g. Lucy is drinking. The mother is eating. The father is reading.* Draw their attention to the letter *L/l* and the words they have learnt in *Activity 1*.

Step 2: Tell pupils to point to the letter *L/l* and say its sound, saying *Point to the letter L/l and say it, please!*

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Step 3: Let them point to the lake and say the word *lake* as a model. Say *Point and say, please!* Remind them of the sound of the letter *l* in the word *lake*. Then ask one pupil to point to the lake and say the word *lake* in front of the class. Check comprehension.

Step 4: Follow the same procedure with other things. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Get pupils to work in pairs or groups, one pupil points to the character and things in the picture and the other one says the words. Go around to offer help or correct pronunciation, if necessary.

Step 6: Select some better pupils or some pairs to point to the picture and say the sound of the letter and the words in front of the class. Correct pronunciation, if necessary.

Outcome: Pupils can point to the letter *L/l*, the character/the things and say the sound of the letter *L/l* and the words *Lucy, lake, leaf, lemons* correctly.

Fun corner

If there is enough time, let pupils play *Kim's game.*

Kim's game

Goal: Pupils will revise the words they have learnt through the game *Kim's game.*

Input: A group of words such as *leaf, lemon, bus, truck, car, book, bag, box, …*

Procedure: **Step 1:** Tell pupils that they are going to look at the objects (the leaf, lemon, bus, truck, car, book, bag, box, ...) for 60 seconds and then write down the names of the objects as quickly and correctly as possible. Explain how the game is played. Check comprehension.

Step 2: Arrange the objects on the desk and cover them with a piece of cloth. Do not let pupils see what are beneath the piece of cloth.

Step 3: Divide the class into groups. Do not allow pupils to write anything down.

Step 4: Show the objects under the piece of cloth for 60 seconds. Then cover them again. In their groups, the pupils try to write down the name of as many objects as they can remember.

Step 5: Have the groups swap their answers and count the number of items they have written with correct spelling. Groups get a point for one correct item.

Outcome: The group with the most points wins the game.

LESSON 2 (Period 2)

Warm-up

- Have pupils play *Kim's game, Pelmanism* or *Slap the board.* Draw pupils' attention to the words they have learnt in the previous units.
- Ask pupils to open their books and look at *Lesson 2.*

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *L/l* and the words *Lucy, lake, lemons* in a chant.

Input: The chant contains two verses. The letter *L/l* and the words *Lucy, lake, lemons* are introduced in the first verse. The sentences *"Look at Lucy.", "Look at the lake.", "Look at the lemons."* are introduced in the second verse. The letter *L/l* is in red.

Procedure: **Step 1:** Have pupils look at the first verse of the chant, saying *Look at the first verse of the chant, please!* Explain the meaning of each line. Draw their attention to the letter *L/l* in the words *Lucy, lake* and *lemons*. Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!*

Step 3: Get pupils to point to the first line. Play the recording and ask them to listen and repeat, saying *Point to the first line, listen and repeat, please!* Show them how to chant and clap their hands or do actions.

Step 4: Get pupils to point to the last two lines. Play the recording, ask pupils to listen and repeat the last two lines. Show them how to chant and clap their hands.

Step 5: Follow the same procedure with the second verse.

Step 6: Play the recording again (more than once, if necessary) for pupils to listen and repeat the chant individually and in chorus. Give further support to those pupils who find it difficult to do the task.

Step 7: Select one or two groups to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm.

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: The activity consists of two questions. Question 1 includes two pictures: a. some lemons, b. some apples. Question 2 consists of two pictures: a. a leaf, b. a lake.

Audio script: 1. Look at the lemons. 2. Look at the lake.

Procedure: **Step 1:** Have pupils look at the pictures and say what they can see, saying *Point to the pictures and say, please!* Pupils may point to the lemons and say, e.g. *lemons*. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Select a few pupils to point to the pictures in Question 1 and say the words in front of the class. Say *Point to the pictures and say the words, please!* E.g. 1a: some lemons, 1b: some apples.

Step 3: Play the recording of the first sentence for pupils to listen, saying *Now listen to the recording, please!* Play the recording of the first sentence again for pupils to listen and tick, saying *Listen and tick, please!* Ask pupils to say what they have heard and ticked.

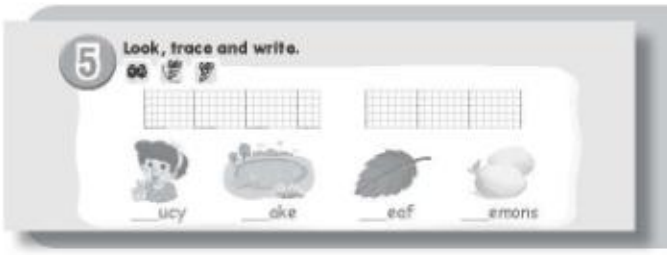
Step 4: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording and tick, please!* Play the recording (several times if needed) for pupils to listen and tick the correct box.

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Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words or sentences, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. a 2. b.

5. Look, trace and write.



Goal: Pupils will be able to write the letter *L/l* and complete the words *__ucy, __ake, __eaf* and *__emons*.

Input: There are two parts in the activity: the upper case and lower case of the letter *l*, and the incomplete words *__ucy, __ake, __eaf* and *__emons* with the pictures of Lucy, the lake, the leaf and the lemons.

Procedure: **Step 1:** Have pupils look at the letter *L* (upper case) and *l* (lower case). Explain how *L* and *l* are traced. Ask some pupils to make sure if they recognise the two forms of the letter.

Step 2: Tell pupils to trace the letter *L/l*, saying *Now use your pencil to trace the letter L/l.* You can demonstrate by air tracing or tracing the broken lines of the letter *L/l* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.

Step 3: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 4: Have pupils look at the pictures and the incomplete words *__ucy, __ake, __eaf* and *__emons.* Explain how to complete the words. Check comprehension. Draw pupil's attention to the letter *L* (upper case) in the word *Lucy*.

Step 5: Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 6: If there is enough time, invite some pupils to point to the letter *L/l* and say its sound. Say *Point to the letter and say, please!* Then let them point to the pictures and say the complete words aloud, saying *Point to the pictures and say the words, please!*

Outcome: Pupils can trace the letter *L/l* neatly and complete the words correctly.

LESSON 3 (Period 3)

Warm-up

- Ask pupils to revise the previous lesson by singing the chant in *Lesson 2*.
- Have pupils play *Kim's game, Simon says, Hot seat* or *Slap the board.* Draw pupils' attention to the words they have learnt in the previous units.
- Have pupils open their books and look at *Lesson 3*.

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentences *"Look at Lucy."* and *"Look at the lemons."*

Input: - The sentence *"Look at Lucy."* or *"Look at the lemons."* is used to express a command.

- The picture of Lucy holding some lemons.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Ask them who the girl is, saying *Who is she? Is she Lucy? Yes, she's Lucy*. Then let them point to Lucy and say *Look at Lucy*. Play the recording several times for pupils to listen and repeat the sentence. Explain the meaning of the sentence and how it is used (as mentioned in Input), if necessary. Give more support to those pupils who find it difficult to do the task.

Step 2: Invite a few pupils to listen and repeat *Look at Lucy* in front of the class. Correct their pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Very good!*

Step 3: Repeat the same procedure with *Look at the lemons*. Go around and offer help, if necessary.

Step 4: Play the recording again and let pupils listen and repeat *Look at Lucy* and *Look at the lemons*. Encourage some pupils to repeat the sentences in front of the class. Go around and praise them if they performed well, saying *Well done!* Correct pronunciation to make sure pupils can repeat correctly the two sentences.

Outcome: Pupils can listen and repeat the sentences *"Look at Lucy."* and *"Look at the lemons."* correctly.

7. Let's talk.



Goal: Pupils will be able to give a command, using *"Look at (the) _____."*

Input: There are two parts in the activity. Part 1 contains the bubble with the structure *"Look at _____."* and the pictures of Lucy (a) and Bill (b).

Part 2 consists of the bubble with the structure *"Look at the _____."* and some lemons (a) and a lake (b).

Procedure: **Step 1:** Have pupils look at the bubbles. Explain the difference between *Look at + name of people* and *Look at the + name of things*. Check comprehension.

Step 2: Point to Picture *a* and model the task, using the expression in the bubble and the word for the picture. E.g. *Look at Lucy*.

Step 3: Ask pupils to say *Look at Lucy* in chorus and individually. Correct pronunciation, if necessary.

Step 4: Get pupils to work in pairs or in groups to point to the pictures (a and b) and give commands, saying *Point to the pictures and say, please!* Go around and offer help, if necessary.

Step 5: Repeat the same procedure with the second structure *"Look at the _____."*

Step 6: If there is enough time, invite some pupils to point to their friends and things in the classroom and say the sentences in front of the class (E.g. *Look at Mai. Look at the book.*)

Outcome: Pupils can give command, using *"Look at (the) _____."* confidently.

8. Let's sing!



Goal: Pupils will be able to sing a song with the structure that expresses a command (*Look at (the)* _____.) and what someone/something is doing (*She's running* ___. *It's falling* _____.)

Input: There are two verses in the song. The first one includes the sentences *"Look at Lucy."* and *"She's running round the lake."* In the second verse, *"Look at the leaf."* and *"It's falling to the ground."* are introduced.

Procedure: **Step 1:** Have pupils look at the first three sentences *"Look at Lucy."* of the first verse of the lyric. Explain their meaning. Check comprehension.

Step 2: Play the recording for pupils to listen and repeat three sentences, saying *Listen and repeat, please!* Show them how to sing and clap their hands or do actions.

Step 3: Ask pupils to look at the sentence *"She's running round the lake."* Explain its meaning. Check comprehension.

Step 4: Play the recording for pupils to listen and repeat *She's running round the lake.* Correct pronunciation, if necessary.

Step 5: Repeat the same procedure with the second verse of the lyrics.

Step 6: Play the recording all the way through and ask pupils to do choral and individual repetition of the song, saying *Listen and sing the whole song, please!* Go around and offer help, if necessary.

Step 7: Select some pairs or groups to the front of the class to sing the song. The class may sing along and clap their hands or do actions.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

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Review 3

Objectives

By the end of *Review 3*, pupils will revise:

Phonics: the sound of the letters *o, m, u, l*

Vocabulary: *clocks, locks, mops, pots*
mango, monkey, mother, mouse
bus, running, sun, truck
Lucy, lake, leaf, lemons

Exchanges:

How many _____? – _____. (asking and answering questions about the quantity of things)

Structures:

That's a _____. (introducing one thing)

_____'s running. (describing what someone is doing)

Look at _____. (using the imperatives)

Phil and Sue

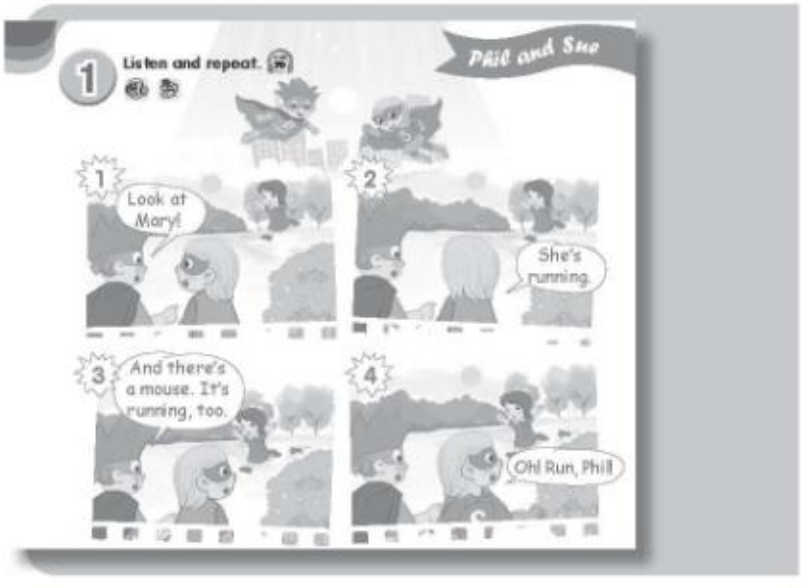
Warm-up

- Elicit the names of the topics they have learnt from *Unit 9* to *Unit 12*.
- If time allows, have them play a game (*Pass the ball* or *Chain game*) with the words they have learnt in the previous units.
- Have them open the books and look at the story *Phil and Sue*. Say *Open your books and look at the story Phil and Sue, please!*

1. Listen and repeat.

Goal: Pupils will be able to listen and repeat the story.

Input: Phil and Sue are in the garden.
There are four pictures in the story.
Picture 1. Phil and Sue are in the garden.
They see Mary.
Picture 2. Mary is running.
Picture 3. Phil and Sue see a mouse running after Mary.
Picture 4. Mary is running towards Phil and Sue. They are afraid and ready to run.



Procedure: **Step 1:** Have pupils look at the pictures. Ask them some questions about the pictures: *Who are in the pictures? What are they doing?...* Then have pupils guess the content of the story.

Step 2: Have pupils look at Picture 1, saying *Look at Picture 1, please!* and describe the picture. Draw pupils' attention to the boy, the girl and the bubbles.

Step 3: Let pupils listen to the recording, point to the sentence in the speech bubble and repeat, saying *Now listen, point to the sentence and repeat, please!* Check comprehension.

Step 4: Follow the same procedure with Pictures 2, 3 and 4. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Play the recording of the whole story several times and have pupils listen, point to the sentences in the speech bubbles and repeat until they feel confident. Go around and offer help, if necessary.

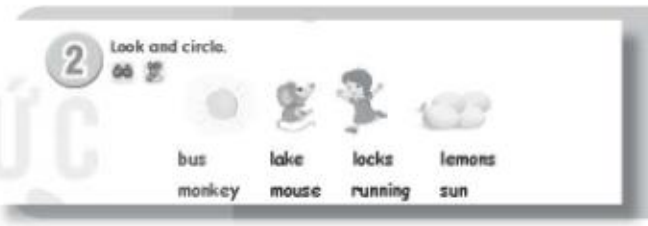
Step 6: Have pupils work in pairs, look at the pictures and read aloud the story. Go around to help or/and correct pronunciation.

Step 7: Play the recording again and invite a few pairs of pupils to listen to the recording and repeat the story in front of the class, saying *Well done!* when they perform well. Encourage them to use gestures, face expressions, etc. when they repeat the story.

Outcome: Pupils can listen and repeat the story with correct pronunciation, stress and intonation.

2. Look and circle.

Goal: Pupils will be able to identify the words for the pictures by circling them.



Input: Four pictures of the sun, the mouse, Mary and the lemons.

A chain of the eight words pupils have learnt from *Unit 9* to *Unit 12*: *bus, monkey, lake, mouse, locks, running, lemons, sun.*

Procedure: **Step 1:** Explain how to do the task, saying *Look at the pictures and circle the suitable words, please!*

Step 2: Ask them to identify the person/animal/things, saying *What can you see in the pictures? Can you see the sun? Yes, it is the sun. Say the word, please!* Ask pupils to repeat the words several times, saying *Repeat, please!*

Step 3: Ask pupils to look at the pictures and circle the words in the chain, saying *Now use your pencil to circle the words.* Give pupils time to work. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and to swap their work, saying *Now work in pairs and check each other's answers.* Go around and offer help, if necessary.

Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *Great job!*

Outcome: Pupils can identify and circle the correct words: *sun, mouse, Mary, lemons.*

Self-check

Warm-up

- Have pupils look at the story *Phil and Sue*, listen and repeat the sentences in the bubbles. Say *Look at the story, listen and repeat, please!*
- If there is enough time, ask some pairs to read the sentences in the story.
- Ask them to open their books and look at *Self-check*, saying *Open your books and look at Self-check, please!*

1. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are three questions (1, 2 and 3) in this activity. Question 1 includes the pictures: a. a bus, b. a truck. Question 2 includes the pictures: a. two pots, b. two mops. Question 3 includes the pictures: a. a monkey, b. a mouse.

Audioscript: 1. truck 2. two pots 3. mouse

Procedure: **Step 1:** Have pupils look at Picture 1 (saying *Look at Picture 1, please! What can you see? Can you see a bus and a truck?*). Ask them to say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* E.g. 1a: a bus, 1b: a truck.

Step 3: Before playing the recording, say *Are you ready? OK, now listen and tick, please!* Play the recording twice or more, if needed. Ask pupils to listen and tick the correct boxes. Give further support to those pupils who find it difficult to do the task.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and tick the correct boxes: 1. b 2. a 3. b.

2. Listen and circle.



Goal: Pupils will be able to listen and identify the sounds by circling the letters.

Input: There are four pairs of letters:

1. m l 2. u o 3. m b 4. u i

Audio script: 1. l 2. o 3. m 4. u

Procedure: **Step 1:** Have pupils look at the pairs of letters. Explain the task, saying *Listen and circle the letter of the sound in each pair.* Check comprehension.

Step 2: Ask pupils to work in pairs to point to the letters in each pair and say the sounds, saying *Point to the letters and say, please!*

Step 3: Play the recording, ask pupils to listen (twice) and circle the letters of the sounds.

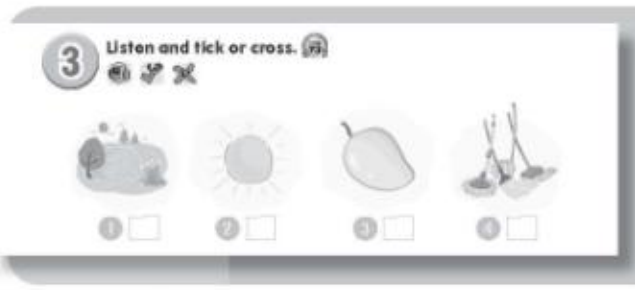
Step 4: Ask pupils to swap and check the answers. Play the recording again for them to check, if necessary. Give the correct answers.

Step 5: Invite some pupils to say the sounds they have heard.

Outcome: Pupils can listen, identify the sounds and circle the correct letters:

1. l 2. o 3. m 4. u.

3. Listen and tick or cross.



Goal: Pupils will be able to listen, recognise the words and put a tick or a cross in the box under each picture.

Input: The activity consists of four pictures: 1. a lake, 2. the sun, 3. a mango, 4. four mops. There is a box under each picture.

Audio script:

1. Look at the lake. 2. Look at the bus.
3. That's a mango. 4. How many mops? – Three.

Procedure: **Step 1:** Have pupils look at Picture 1 (saying *Look at Picture 1, please!*) and say what they can see (saying *What can you see? Can you see a lake? A garden?* …). Follow the same procedure with the other three pictures. Invite some pupils to point to the pictures and say the words in front of the class. Say *Point to the pictures and say, please!* E.g. 1. a lake, 2. the sun.

Step 2: Draw pupils' attention to the box under Picture 1, saying *Can you see a box under the picture?* Before playing the recording, say *Are you ready?* Play the first sentence and have pupils do the task, saying *OK, now listen and tick or cross, please!*

Step 3: Follow the same procedure with the other three pictures. Play the recording twice or more, if needed. Ask pupils to listen and put a tick or a cross. Give further support to those pupils who find it difficult to do the task.

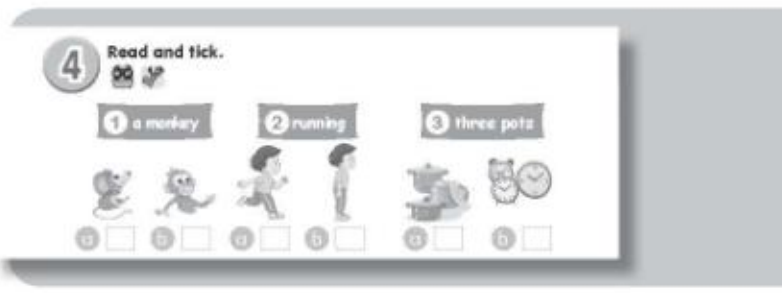
Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

Step 5: Invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and put a tick or a cross in the boxes correctly:

1. ✓ 2. x 3. ✓ 4. x

4. Read and tick.



Goal: Pupils will be able to read and tick the correct boxes.

Input: There are three questions in the activity. Each question consists of one word/phrase and two pictures *a* and *b* for pupils to identify and put a tick in the box.

Procedure:

Step 1: Have pupils look at the pictures, saying *Look at the pictures, please!* and say what they can see. Say *What can you see?* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Ask pupils to look at the word/phrase in each question. Check their comprehension.

Step 3: Get pupils to read the word/phrase and tick the correct box, saying *Now read the word/phrase and tick the correct picture, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to work in pairs and swap their work, saying *Now work in pairs and check each other's answers*. Give pupils time to work. Go around and offer help, if necessary.

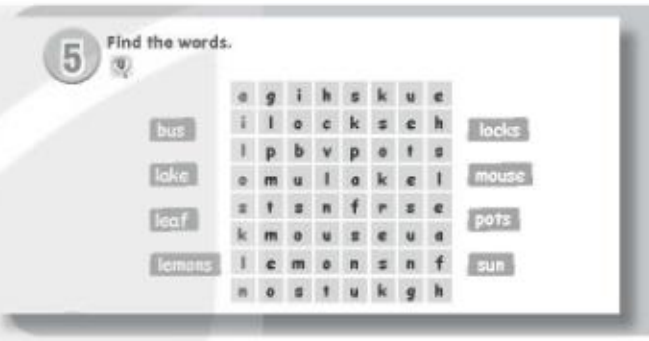
Step 5: Invite some pupils to show what they have done. Praise them if they have done well, saying *You did very well!*

Outcome: Pupils can read and tick the correct boxes: 1. b 2. a 3. a.

5. Find the words.

Goal: Pupils will be able to identify the written form of the words they have learnt correctly.

Input: There is a table of letters arranged in across and down lines, surrounded by eight words the pupils have learnt from *Unit 9* to *Unit 12*.



Procedure:

Step 1: Have pupils read the words around the table. Explain how to do the activity, saying *Look at the words around the table. Then find and circle the words in the table, please!*

Step 2: Model the first word. Have pupils look at the first word on the left, saying *Look at the word "bus", please!* Ask them to find the word *bus* in the table and circle it, saying *Find and circle the word "bus", please!*

Step 3: Follow the same procedure with other words. Give further support to those pupils who find it difficult to do the task.

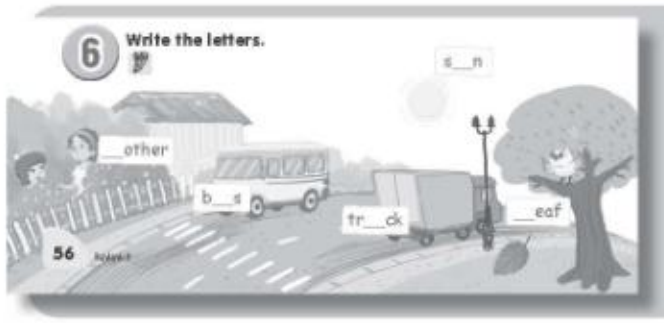
Step 4: Have pupils exchange their answers in pairs or in groups before checking as class.

Step 5: Invite some pupils to point to the words in the table and say them in front of the class.

Outcome: Pupils can find and circle all the words in the table as fast as possible.

a	g	i	h	s	k	u	e
i	l	o	c	k	s	e	h
l	p	b	v	p	o	t	s
o	m	u	l	a	k	e	l
s	t	s	n	f	r	s	e
k	m	o	u	s	e	u	a
l	e	m	o	n	s	n	f
n	o	s	t	u	k	g	h

6. Write the letters.



Goal: Pupils will be able to write the letters to complete the words which are illustrated in the picture correctly.

Input: The picture shows a part of a street with a garden in the corner, the sun in the sky, a truck and a bus on the road and a tree. There is a girl and her mother in the garden. Some incomplete words are also given.

Procedure:

Step 1: Have pupils look at the picture. Draw pupils' attention to the missing letters of the words next to the things/person.

Step 2: Ask pupils to look at the sun and the incomplete word __*un*. Model with this word so that pupils can understand how to complete the task.

Step 3: Have pupils look at the things/person and the incomplete words and complete the words. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to swap their answers with other classmates. Then check the answers as a class.

Step 5: Invite some pupils to point to the picture and say the words they have completed.

Outcome: Pupils can write the missing letters to complete the words correctly: *sun, truck, bus, mother, leaf.*

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VỚI CUỘC SỐNG

Unit 13 In the school canteen

Objectives

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

- pronounce the sound of the letter *N/n* in isolation and in the words *Nick, nuts, noodles, bananas*.
- say the sound of the letter *N/n* and the words *Nick, nuts, noodles,* in a chant.
- recognise the words in different situations when listening.
- use "*He's having _____. / She's having_____.*" to talk about what someone is having/ eating now/at the moment.
- trace the letter *N/n* and complete the words *___ick, ba___anas, ___oodles, ___uts*.
- sing a song with the structures "*There's _____.*" and "*He's having _____.*"

LESSON 1 (Period 1)

Warm-up

- Greet the class and remind pupils of what they have learnt in *Unit 12*.
- If there is enough time, spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 12, Lesson 3* and clap their hands.
- Have pupils open their books and look at *Unit 13, Lesson 1*, saying *Open the books and look at Unit 13, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *N/n* in isolation and in the words *Nick, nuts, noodles, bananas* correctly.

Input: The picture is about the school canteen. Nick and Nam are sitting next to each other at a table. Nick is eating noodles and Nam is eating nuts. There are two bananas next to Nick's bowl of noodles.



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The word *Nick* is next to Nick, the word *nuts* is next to the packet of nuts, the word *noodles* is next to the bowl of noodles, the word *bananas* is next to the bananas. The letter *N/n* in the words *Nick, nuts, noodles* and *bananas* is in red.

The sound of the letter *N/n* is the focus of *Unit 13*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe the picture. Draw pupils' attention to the words next to the things/boy and the colour of the letter *N/n* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *N/n*. Have them listen and repeat the sound of the letter *N/n*, saying *Point to the letter N/n, listen and repeat, please!* more than once, if necessary.

Step 3: Tell pupils to point to the packet of nuts and/or the word *nuts* in the picture, to listen to the recording and repeat the word *nuts*, saying *Point to the nuts, listen and say the word "nuts"*. Ask them to listen to the recording again and repeat the word, saying *Listen and repeat, please!* Then play the recording again, if necessary, for pupils to do choral and individual repetition. Correct pronunciation, if necessary.

Step 4: Repeat the same procedure with Nick, the noodles and the bananas. Correct pronunciation, if necessary.

Step 5: Play the recording again and have them listen, point to the letter *N/n*, the pictures and say the sound of the letter and the words until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 6: Call a few pupils to say the letter *N/n* and the words *Nick, noodles, nuts* and *bananas* in front of the class, saying *Good job!* when they perform well.

Outcome: Pupils can listen and repeat the sound of the letter *N/n* in isolation and in the words *Nick, noodles, nuts* and *bananas* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *N/n*, the boy (Nick) and the food (*noodles, nuts* and *bananas*) in the picture and say the sound of the letter *N/n* the words *Nick, noodles, nuts, bananas*.



Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture, please!* Ask them to describe the picture. *E.g. Nick is eating the noodles. Nam is eating the nuts.* Draw their attention to the letter *N/n*, Nick and the food, if necessary.

Step 2: Get them to point to the letter *N/n* and say it, saying *Point to the letter N/n and say it, please!*

Step 3: Let them point to Nick and say *Nick*, saying *Point to Nick and say, please!* Remind them of the sound of the letter *N* in the word *Nick*. Then ask one pupil to point to Nick and to say the word *Nick* in front of the class. Go around and offer help, if necessary.

Step 4: Do the same procedure with the other things. Go around and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *N/n,* the boy and the food and say the sound of the letter *N/n* and the words *Nick, noodles, nuts* and *bananas*. Go around and offer help or correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Good job!* or *Great!*

Outcome: Pupils can point to the letter *N/n*, Nick and the food; say the sound of the letter *N/n* and the words *Nick, nuts, noodles, bananas* correctly.

Fun corner

If time allows, let pupils play the game *Labelling*.

Labelling

Goal: Pupils will revise the words through the game *Labelling*.

Input: There are eight flashcards with pictures of the apples, bananas, nuts, noodles, chips, fish, chicken, milk and eight other cards with these words.

Procedure: **Step 1:** Tell pupils how to play the game. Put pupils into two groups of three or four and give each group a set of cards with words on them.

Step 2: Say one of the words (e.g. *noodles)* and have the group select an appropriate word, e.g. *noodles,* run to the board and stick to the correct picture. If the word matches the picture, the group wins. The game continues with the other pictures.

The game ends when all the pictures are gone.

Step 3: If time allows, have some groups play the game again.

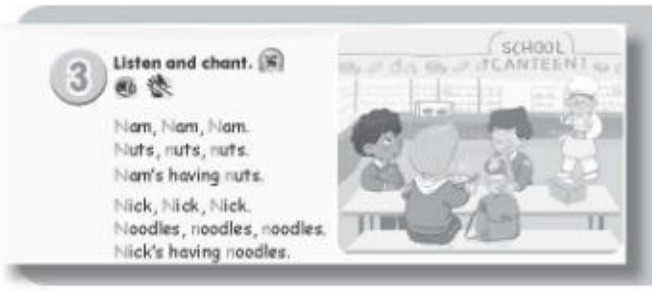
Outcome: Pupils can listen and recognise the words they have learnt.

LESSON 2 (Period 2)

Warm-up

- Great the class *Hi, class.*
- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *N/n* and the words *Nick, nuts, noodles, bananas*. Say *Look at the picture, please!*, *Point to the letter N/n and say, please!* and *Point to the words and say, please!*
- Have them play *Labelling* again if there is enough time. Draw pupils' attention to the words they have learnt in *Lesson 1*.
- Get pupils to open their books and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *N/n* and the words *Nick, nuts, noodles* and the structure *He's having ____.* in a chant.

Input: There are two verses in the chant. The words *Nam, nuts* and the sentence *Nam's having nuts* are introduced in the first verse. In the second one, the words *Nick, noodles* and the sentence *Nick's having noodles* are mentioned. The letter *N/n* is in red.

Procedure:

Step 1: Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first line and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *N/n* and the word *Nam*. Check comprehension.

Step 2: Play the recording of the first line for pupils to listen and to get familiarised with the tune, saying *Listen to the first line, please!*

Step 3: Play the recording again, ask pupils to listen and repeat the first line, saying *Listen again and repeat, please!* Then play the recording for them to listen and repeat until they feel confident, saying *Listen and repeat, please!*

Step 4: Follow the same procedure with the other lines. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary.

Step 5: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen to the recording and chant, please!* Go around and offer help, if necessary.

Step 6: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing along the chant and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: The activity consists of two questions (1 and 2). Question 1 includes two pictures: a. a bowl of noodles, b. a packet of nuts. Question 2 consists of two pictures: a. two bananas, b. nuts.

Audio script: 1. I like noodles. 2. He's having bananas.

Procedure:

Step 1: Have pupils look at the pictures, saying *Look at the pictures, please!* and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures in Question 1 and say the words in front of the class, saying *Point to the pictures and say the words, please!*

Eg: 1a: noodles, 1b: nuts.

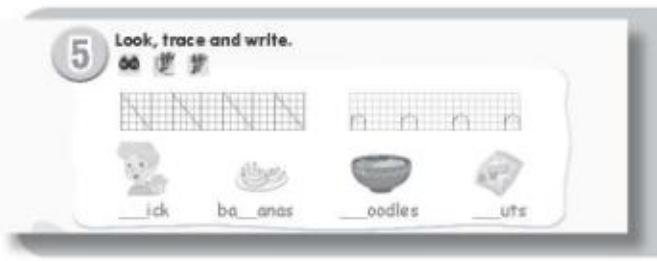
Step 3: Play the recording of the first sentence for pupils to listen and tick the box. Say *Listen to the sentence and tick the box, please!*

Step 4: Have pupils look at the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording, please!* Play the recording (several times if needed) for pupils to tick the correct box.

Step 5: Ask pupils to say what they have heard and ticked. E.g. 1a: I like noodles.
2a: He's having bananas.

Outcome: Pupils can listen, recognise the words and tick correct boxes: 1. a 2. a.

5. Look, trace and write.



Goal: Pupils will be able to trace the letter *N/n* (upper case and lower case) and complete the words *__ick, ba__anas, __oodles, __uts.*

Input: There are two parts in the activity: The letter *N/n* (upper case and lower case), and the unfinished words *__ick, ba__anas, __oodles, __uts* with the pictures of Nick, the bananas, the noodles and the nuts.

Procedure: **Step 1:** Have pupils look at the letter *N* (upper case) and *n* (lower case). Point to the upper case *N* and say *This is the upper case of the letter N.* Then point to the lower case *n* and say *And this is the lower case of the letter n.* Ask some pupils to make sure if they recognise the two forms of the letter.

Step 2: Tell pupils to trace the letter *N/n*, saying *Now trace the letter N/n with your pencils.* You can demonstrate by air tracing or tracing the broken line letter *N/n.* Then let pupils do the tracing. Go around and offer help, if necessary.

Step 3: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 4: Have pupils look at the pictures and the unfinished words *__ick, ba__anas, __oodles, __uts* in the books. Explain how to complete the words. Remind pupils that the word *Nick* is completed with the capital letter *N.* Check comprehension.

Step 5: Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 6: If there is enough time, invite some pupils to point to the letter *N/n* and say its sound. Then let them point to the pictures and say the complete words (*Nick, bananas, noodles, nuts).*

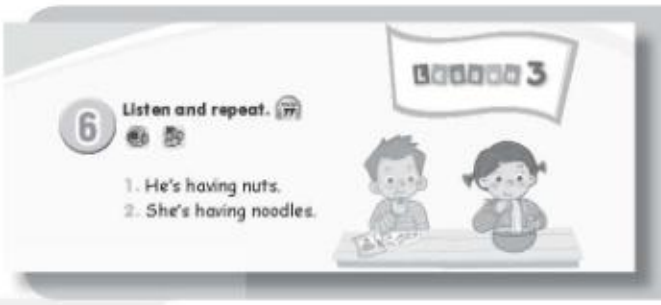
Outcome: Pupils can trace the letter *N/n* and complete the words *__ick, ba__anas, __oodles, __uts* correctly.

LESSON 3 (Period 3)

Warm-up

- Greet the class and remind pupils what they have learnt in *Lesson 2*.
- Spend a few minutes revising the previous lesson by asking the class to sing the chant in *Lesson 2* and clap their hands.
- If time allows, invite some pupils to go to the board and play *Labelling*.
- Have pupils open their books and look at *Lesson 3,* saying *Open the books, please!* and *Look at Lesson 3, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentences *"He's having nuts."* and *"She's having noodles."*

Input: - The sentences *"He's having nuts."* and *"She's having noodles."* are used to express the action of eating something at the moment.
- A picture of a boy having nuts and a girl having noodles.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* Point to the boy, saying *What is he doing? He's having nuts.* Point to the girl, saying *What is the girl doing? She's having noodles.* Point to the sentences, saying *He's having nuts. She's having noodles.* Play the recording for pupils to listen.

Step 2: Get pupils to look at the sentence *He's having nuts,* play the recording several times for them to listen and repeat. Say *Now listen and repeat, please!* Correct pronunciation, if necessary.

Step 3: Follow the same procedure with the sentence: *"She's having noodles."*

Step 4: Play the recording again and let pupils listen and say the sentences in front of the class. Invite a few pupils to say the sentences in front of the class. Correct pronunciation, if necessary or praise them if they said the sentences correctly, saying *Well done!*

Outcome: Pupils can listen and repeat the sentences *"He's having nuts."* and *"She's having noodles."* correctly.

7. Let's talk.



Goal: Pupils will be able to say what someone is having/eating now/at the moment, using *"He's having _____."* and *"She's having _____."*

Input: There are two parts in the activity. In part 1, the structures *"He's having _____."* and *"She's having _____."* are introduced in the bubbles. In part 2, four pictures (a. The boy's having nuts, b. The boy's having chips; a. The girl's having noodles, b. The girl's having bananas) are mentioned.

Procedure: **Step 1:** Have pupils look at the bubbles to understand how the structure (*He's having _____; She's having _____*) is used (to talk about what someone is having/eating now/at the moment).

Step 2: Ask them to look at the pictures to identify the food that the girls and the boys are having. Then let them point to the pictures and say the words. Check comprehension.

Step 3: Point to Picture a and model the task, using the expression in the bubble and the Picture a. E.g. *He's having nuts.*

Step 4: Ask pupils to say the sentence *"He's having nuts."* in chorus and individually, saying *Point to the picture and say "He's having nuts", please!* Correct pronunciation, if necessary.

Step 5: Follow the same procedure with other pictures by getting pupils to point to the pictures and say what they are having/eating. Go around and offer help, if necessary.

Step 6: Ask pupils to work in pairs or in groups to practise the structure again. Give further support to pupils who find it difficult to do the task, if necessary.

If time allows, invite some pupils to point to the pictures and say the sentences in front of the class.

Outcome: Pupils can say what the boys and the girls are having/eating correctly.

8. Let's sing!



Goal: Pupils will be able to sing a song using the structures *"There's ___."* and *"He's having ___."*

Input: There are two verses in the song. The first one includes three lines with the structures *"There's Nam. He's having ___."* In the second verse, the structure *"There's Nick. He's having ___."* are mentioned.

Procedure: **Step 1:** Have pupils read the lyrics to get familiarised themselves with the first verse of the song, saying *Now look at the first verse, listen and repeat please!* Play the recording several times for pupils to listen and repeat line after line. Check comprehension.

Step 2: Follow the same procedure with the second verse of the song.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress, and the melody of the song, saying *Now listen to the whole song, please!*

Step 4: Let pupils practise singing the whole song. If there is time, ask some pupils to sing the song individually. Praise them when they perform well.

Step 5: Have the class sing the whole song and clap hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

Unit 14 In the toy shop

Objectives

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

- pronounce the sound of the letter *T/t* in isolation and in the words *teddy bear, top, tiger* and *turtle* correctly.
- say the sound of the letter *T/t* and the words *teddy bear, top, tiger* and *turtle* in a chant.
- recognise the words in different situations when listening.
- use "*I can see a _____.*" to express ability.
- trace the letter *T/t* and complete the words *__op, __urtle, __iger, __eddy bear.*
- sing a song focussing on the structure "*I can see a _____.*"

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask them if they would like to play a game or sing a song, saying *Would you like to play a game or sing a song?*
- Spend a few minutes revising the previous lesson by asking the class to sing the song from *Unit 13, Lesson 3, Activity 8* or play *Hot seat*.
- Have pupils open their books and look at *Unit 14, Lesson 1*, saying *Open the books and look at Unit 14, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *T/t* and say the words *teddy bear, top, tiger* and *turtle*.

Input: The picture is about the two shelves in the toy shop. On the left-hand shelf is a display of some plastic and stuffed animal models. On the right-hand shelf are a teddy bear, a turtle, etc. Beneath the window is a tiger. A boy, holding a top in his hand, has his nose pressed to the window and is looking at the animal models.



The word *top* is next to the top, the word *tiger* is next to the tiger, the word *teddy bear* is next to the teddy bear, and the word *turtle* is next to the turtle. The letter *t* in the words *teddy bear, top, tiger* and *turtle* is in red.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe it. Draw pupils' attention to the letter *T/t*, the words next to the toys and the colour of the letter *T/t* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *T/t*, saying *Point to the letter T/t.* Have them listen and repeat the sound of the letter *T/t* more than once, if necessary. Say *Listen and repeat, please!*

Step 3: Tell pupils to point to the teddy bear and the word *teddy bear*, saying *Point to the teddy bear and the word "teddy bear".* Ask them to listen and repeat the word, saying *Listen and repeat, please!*

Step 4: Follow the same procedure with the words *top, tiger* and *turtle*. Correct pronunciation, if necessary.

Step 5: Play the recording again and have them listen, point to the letter *T/t* and the words *teddy bear, top, tiger, turtle* and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task.

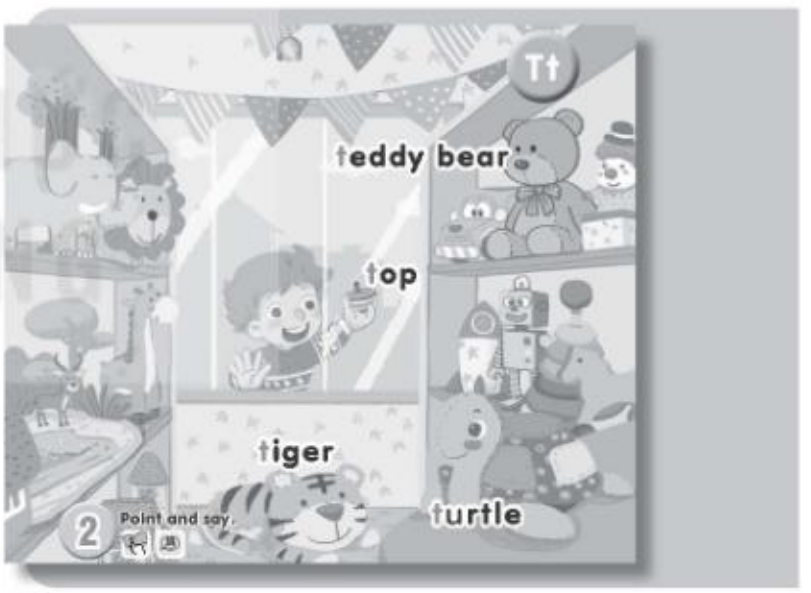
Step 6: Play the recording again and call a few pupils to say the letter *T/t* and the words *teddy bear, top, tiger* and *turtle* in front of the class, saying *Well done!* when they perform well.

Outcome: Pupils can listen and repeat the sound of the letter *T/t* in isolation and in the words *teddy bear, top, tiger* and *turtle* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *T/t*, the toys in the picture and say the sound of the letter *T/t* and the words *teddy bear, top, tiger* and *turtle*.

Input: The same picture as mentioned in *Activity 1*.



Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture on Page 60, please!* Ask them to describe it. Draw their attention to the letter *T/t*, and the toys, if necessary.

Step 2: Get them to point to the letter *T/t* and say it, saying *Point to the letter T/t and say, please!*

Step 3: Let them point to the teddy bear and say the word *teddy bear,* saying *Point to the teddy bear and say "teddy bear", please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with other things. Go around and correct pronunciation, if necessary.

Step 5: Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter *T/t* and the words. Go around, offer help and correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can point to the letter *T/t*, the toys and say the sound of the letter *T/t* and the words *teddy bear, top, tiger* and *turtle* correctly.

Fun corner

If time allows, let pupils play the game *Chinese whispers*.

Chinese whispers

Goal: Pupils will revise the words they have learnt and develop listening skill through the game *Chinese whispers*.

Input:
- The words that the pupils have learnt: *teddy bear, top, tiger* and *turtle*.
- Pupils play the game in teams of four.

Procedure:

Step 1: Tell pupils how the game is played. The game is played with two teams of four pupils for each group. The pupils are going to listen to the message their friends whisper and then pass the message to the next pupil. The team wins if the last person in the team can speak out the words he/she heard correctly. Check comprehension.

Step 2: Choose two groups of pupils with four in each group. Ask pupils in the groups to stand in a queue. Say *OK, now we will start the game!*

Step 3: Whisper one of the words they have learnt (*top, tiger, turtle, teddy bear)* to the first pupil in each group and have him/her whisper the word to the pupil standing next to him/her quickly.

Step 4: The game goes on until the last pupil says the word correctly. The group that says the word the fastest and the most correctly will win.

Step 5: Continue to play the game with two other groups.

Outcome: Pupils can say the words *teddy bear, top, tiger* and *turtle* correctly.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *T/t* and the words *teddy bear, top, tiger* and *turtle*, saying *Look at the picture and say, please!*
- Have them play *Chinese whispers* if time allows, saying *Let's play the game Chinese whispers, please!* Draw pupils' attention to the words they have learnt in *Lesson 1*.
- Get pupils to open the books and look at *Lesson 2*, saying *Open the books and look at Lesson 2, please!*



3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *T/t*, the words *teddy bear, top, tiger* and *turtle* and the structure "*Tony has a _____*." in a chant.

Input: There are two verses in the chant. The letter *T/t* and the words/phrases *top, turtle, tiger, teddy bear* are introduced in the first verse. The letter *T/t* and the sentences *"Tony has a top/turtle/tiger/teddy bear."* are in the second verse. The letter *T/t* is in red.

Procedure: **Step 1:** Have pupils look at the chant. Say *Look at the chant, please!* Draw pupils' attention to the first verse and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *T/t* and the words/phrases *top, turtle, tiger, teddy bear.* Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!* Then play the recording again for them to listen and repeat until they feel confident, saying *Now listen and repeat, please!*

Step 3: Follow the same procedure with the second verse. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.

Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen and chant, please!* Go around and offer help, if necessary.

Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

If there is enough time, ask pupils to look at the picture in *Activity 3* and find the items that are in the chant.

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct pictures.



Input: There are two questions in this activity. Question 1 includes two pictures: a. a teddy bear, b. a top.
Question 2 includes two pictures: a. a tiger, b. a turtle.

Audio script: 1. I can see a teddy bear. 2. I can see a tiger.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1 and say, saying *Look at the pictures and say, please!* Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!* Eg: 1a: a teddy bear, 1b: a top.

Step 3: Play the recording of the first sentence for pupils to listen and tick the correct picture. Say *Now listen and tick, please!* Play the recording of the first sentence, several times if necessary, for pupils to hear.

Step 4: Ask pupils to say what they have heard and ticked. Say *What did you hear? Did you hear "I can see a teddy bear" or "I can see a top"?* If they say *"I can see a teddy bear"*, ask them to tick the box *a*. If they say *"I can see a top"*, play the recording again for them to tick.

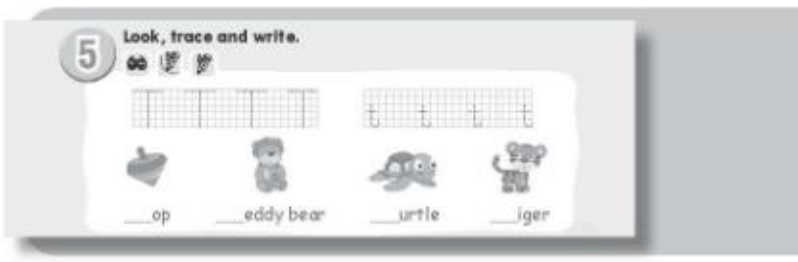
Step 5: Follow the same procedure with the pictures in Question 2. Give further support to those pupils who find it difficult to do the task.

Step 6: Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. I can see a teddy bear. 2. I can see a tiger.

Outcome: Pupils can listen, recognise the words and tick correct boxes: 1. a 2. a.

5. Look, trace and write.

Goal: Pupils will be able to trace letter *T/t* (upper case and lower case) and complete the words *__op, __eddy bear, __urtle, __iger.*



Input: There are two parts in the activity: the letter *T/t* (upper case and lower case) and the incomplete words *__op, __eddy bear, __urtle, __iger.*

Procedure: **Step 1:** Have pupils look at the letter *T* (upper case), saying *Look at the letter T. What can you see? Yes, you can see the T (upper case).* Point to the upper case *T* and say *This is the letter T (upper case).* Check comprehension.

Step 2: Write the letter *T* (upper case) on the board, saying *Look at the board. What can you see now? Yes, you can see the letter T.* Check to make sure pupils understand the letter written in solid lines and that in broken lines.

Step 3: Tell pupils to trace the letter *T*, saying *Now trace the letter T.* You can demonstrate by air tracing or tracing the broken line letter *T*. Then let pupils do the tracing. Go around and offer help, if necessary.

Step 4: Follow the same procedure with the letter *t* (lower case). Give further support to those pupils who find it difficult to do the task.

Step 5: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 6: If there is enough time, invite some pupils to point to the letter *T/t* and say its sound, saying *Point to the letter and say, please!* Then let them point to the pictures and say the complete words aloud, saying *Point to the pictures and say the words, please!*

Outcome: Pupils can trace the letter *T/t* and complete the words *__op, __eddy bear, __urtle, __iger* correctly.

LESSON 3 (Period 3)

Warm-up

- Greet the class.
- Remind pupils of what they have learnt in *Lesson 2*, saying *Now open your books on Page 61 and chant, please!*
- If there is enough time, ask the class to play *Chinese whispers*, saying *Now let us play Chinese whispers.*
- Tell pupils to open their books and look at *Lesson 3.* Say *Now open your books on Page 62 and look at Lesson 3.*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"I can see a tiger."*

Input: - The sentence *"I can see a tiger."* is used to say what you can see.

- The picture of the girl pointing to the tiger.

Procedure: **Step 1:** Have pupils look at the picture, point to the tiger in the picture and say *What is it? It's a tiger.* Point to the girl and say *I can see a tiger.* Have pupils look at the sentence *"I can see a tiger."*, saying *Look at the sentence, please!* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 2: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Play the recording and invite some students to repeat the sentence *"I can see a tiger."* in front of the class. Correct pronunciation to make sure pupils can repeat correctly the sentence. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite some pupils to listen and say the sentence in front of the class.

Outcome: Pupils can listen and repeat the sentence *"I can see a tiger."* correctly.

7. Let's talk.



Goal: Pupils will be able to say what they can see, using *"I can see a _____."*

Input: The activity includes the bubble with the structure *"I can see a _____."* Under the bubble are the pictures: a. a tiger, b. a top, c. a teddy bear and d. a turtle.

Procedure: **Step 1:** Have pupils look at the bubble to understand how the structure *"I can see a _____."* is used (to say what they can see). Explain the meaning of the sentence, if necessary.

Step 2: Have pupils look at the first picture. Say *Look at Picture a, please!* Point to the tiger and ask them *What is this?* The pupils answer *"a tiger"*. Tell them to say the whole sentence *"I can see a tiger."*

Step 3: Point to Picture *a* and model, using the expression in the bubble and the picture. E.g. *I can see a tiger.*

Step 4: Ask pupils to point to Picture *a* and say the sentence *"I can see a tiger."* in chorus, saying *Point to Picture a and say "I can see a tiger".* Correct pronunciation, if necessary.

Step 5: Follow the same procedure with other pictures. Give further support to those pupils who find it difficult to do the task.

Step 6: Select some pairs of pupils to practise saying what they can see in front of the class. Praise them, saying *Excellent!* if they performed well.

Step 7: If there is time, show the flashcards of the tiger, turtle, top and teddy bear and ask pupils to say what they can see. E.g. *I can see a tiger.*

Outcome: Pupils can say what they can see correctly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

8. Let's sing!



Goal: Pupils will be able to sing a song focussing on the structure *"I can see a _____."*

Input: There are two verses in the song. The first two sentences of the two verses are about someone's ability *"I can see a _____."(Tony/ a tiger)*. The other sentences in the verses are used to show position (*in the toy shop/on the shelf*).

Procedure: **Step 1:** Have pupils read the lyrics to get familiarised themselves with the first verse of the song. Say *Now look at the first verse, please!* Check comprehension.

Step 2: Play the recording several times for pupils to repeat line after line to make sure that they can sing the first verse correctly. Say *Listen and repeat, please!*

Step 3: Follow the same procedure with the second verse of the lyrics. Praise them when they perform well, saying *Excellent!*

Step 4: Have pupils listen to the whole song and sing along. Draw their attention to the pronuncition, the stress and the melody of the song, saying *Now listen to the whole song and sing, please!* Let pupils practise singing the song.

Step 5: If there is time, let them sing the song several times or ask some pupils to sing the song individually.

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Fun time 4

General description

Fun time 4 helps pupils revise the content of *Units 13* and *14* through fun and meaningful activities. This fun time is divided into two lessons.

- *Lesson 1* consists of *Activities 1* and *2*. *Activity 1* aims at reminding pupils of some words they have learnt by having them trace, colour the pictures and then say the words. In *Activity 2*, pupils play the game *Mystery bag* which helps them revise the letters and the words they have learnt.
- *Lesson 2* includes *Activities 3* and *4*. In *Activity 3*, pupils have a chance to write the learnt letters to complete the words. *Activity 4* in the form of a game called *Pictionary* helps pupils remember the words they have learnt in the previous units.

Objectives

By the end of *Fun time 4*, pupils will be able to:

- say the words they have learnt with correct pronunciation.
- write the letters to complete the words.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 1 (Period 1)

Warm-up

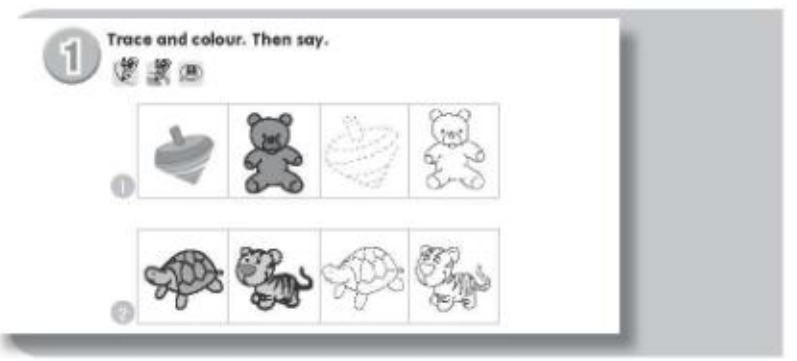
- Ask pupils to shout out the words they remember from the previous units.
- Have pupils open their books and look at *Fun time 4, Activity 1*.

1. Trace and colour. Then say.

Goal: Pupils will revise the words *teddy bear, tiger, top* and *turtle*.

Input: Four pictures for pupils to trace and colour.

Procedure: **Step 1:** Have pupils look at the pictures and explain what to do. You can model with one picture.



Step 2: Ask pupils to trace and colour the pictures. Say *Now trace and colour the pictures, please!* Go around to offer help, if necessary.

Step 3: Have pupils work in pairs to compare their work and practise saying the words. Move around and correct their pronunciation, if necessary.

Step 4: Call some pupils to show their work and say the words in front of the class. Give comments.

With a better class, you can extend the activity. After the pupils have finished the above activity, divide the class into two teams. Call one pupil from each team to go to the board. Read out a word for these pupils to write the word down. Pupils from each team take turns to go to the board and write the words. Give a point for each correct word.

Outcome: Pupils can trace and colour the pictures and say the words with correct pronunciation: 1. *top, teddy bear*; 2. *turtle, tiger*.

2. Let's play.

Mystery bag



Goal: Pupils will revise the letters and the words they have learnt.

Input: A picture showing a teacher and a pupil playing the game.

Procedure: **Step 1:** Have pupils look at the picture. Explain the rules of the game: Teacher gives a mystery bag having letter cards (the letters can be all the letters the pupils have learnt or the letters from *Unit 13* to *Unit 14*). Pupils play this game in teams. One pupil from each team picks up a letter card from teacher's mystery bag. He/She reads the letter aloud, and then says a word which includes that letter.

Step 2: Divide the class into two big teams. Call one representative from each team to the board. Ask him/her to pick up one letter card from the bag and read aloud the letter. Then say a word that includes the letter. If he/she is correct, his/her team gets 1 point. The team with more points is the winner.

Step 3: Keep record of the stars/points for each team. Announce the winning team.

With a better class, after the pupils become experts at the game, you can increase the difficulty by using all of the letters pupils have learnt from the beginning of the academic year. It is a good chance for them to revise the letters and words learnt.

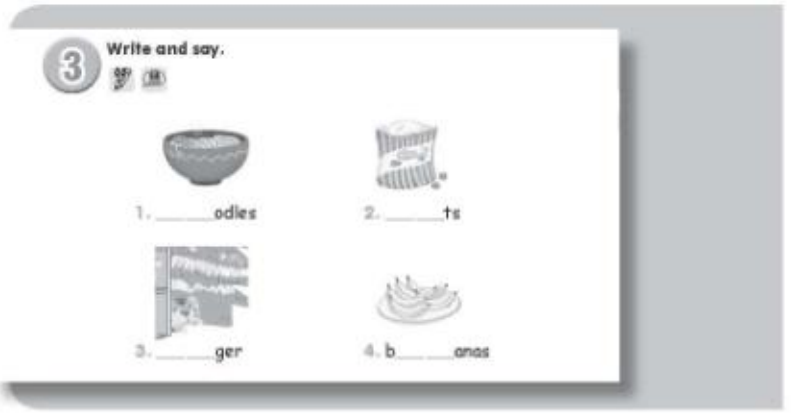
Outcome: Pupils can play the game successfully by saying the letters and words correctly.

LESSON 2 (Period 2)

Warm-up

- Organise a quick *Mystery bag* game. Show different letters for pupils to read aloud the letters and the words including the letters.
- Ask pupils to open their books and look at *Activity 3*.

3. Write and say.



Goal: Pupils will revise some learnt letters, words.

Input: The activity consists of four words, each of which misses two letters and four pictures describing those words.

Procedure: **Step 1:** Have pupils look at the pictures. Explain how to do the activity. Pupils look at each picture and complete the words by writing the missing letters. After that, they read the words out loud.

Step 2: Model one word with the whole class.

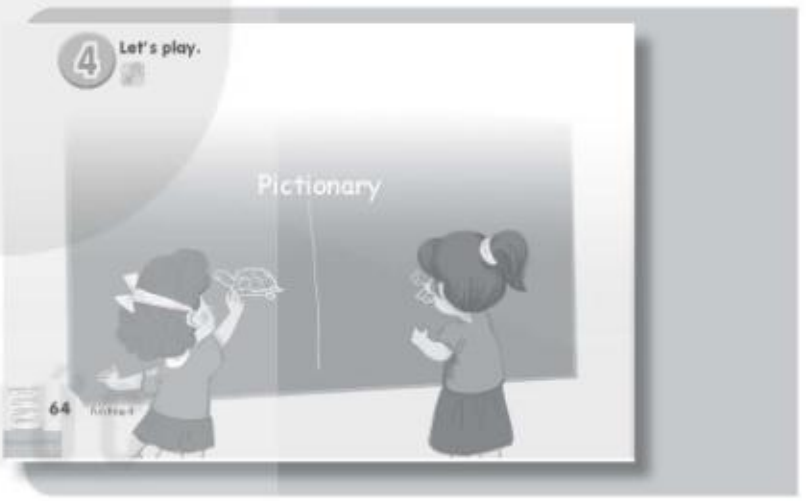
Step 3: Have pupils do the activity individually. Go around to offer help, if needed.

Step 4: Get pupils to check their answers in pairs. Then ask some pairs to give their answers. Give comments and confirm the correct answers.

Step 5: Have pairs practise saying the words. Go around to check their pronunciation. With a better class, after pupils finish the activity, cover the words, show the pictures only and have pupils read aloud the words from their memory.

Outcome: Pupils can find the letters to complete the words (1. *noodles*, 2. *nuts*, 3. *tiger*, 4. *bananas*). They can say the words correctly with good pronunciation.

4. Let's play.



Goal: Pupils will revise some vocabulary items they have learnt.

Goal: A picture showing two pupils playing the game. Prepare a bunch of word cards before the class starts.

Procedure: **Step 1:** Have pupils look at the pictures and ask them to guess how to play the game (they may speak out their guesses). Explain how to play this game: Pupils will play the game in teams. Give a pupil a word card, and he/she draws the word. Other team members have to guess the word the team member is drawing on the board.

Step 2: Divide the class into two big teams and draw a line down the middle of the board.

Step 3: Call two pupils, one from each team to the board. Give each of them a word card. Remember the two words are the same.

Step 4: Tell the pupils to draw a picture which is the same picture from the word card on the board and encourage their team to guess the word. The first team who shouts the correct answer gets a point.

Step 5: The pupil who has completed drawing should then nominate someone else to draw for their team. Repeat this until all the words are gone.

Step 6: Keep record of the stars/points for each team. Announce the winning team.

With a better class, divide the class into groups. After pupils finish playing the game, have the groups write down the words they have encountered in the game.

Outcome: Pupils can play the game successfully and they can say the words correctly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 15 At the football match

Objectives

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

- pronounce the sound of the letter *F/f* in isolation and in the words *face, father, foot* and *football* correctly.
- say the sound of the letter *F/f* and the words *face, father* and *football* in a chant.
- recognise the words/phrases in different situations when listening.
- use "*Point to your _____.*" to express a command.
- trace the letter *F/f* and complete the words *___ather, ___oot, ___ootball, ___ace.*
- sing a song focussing on the structures "*That's your _____.*" and "*Point to your _____.*"

LESSON 1 (Period 1)

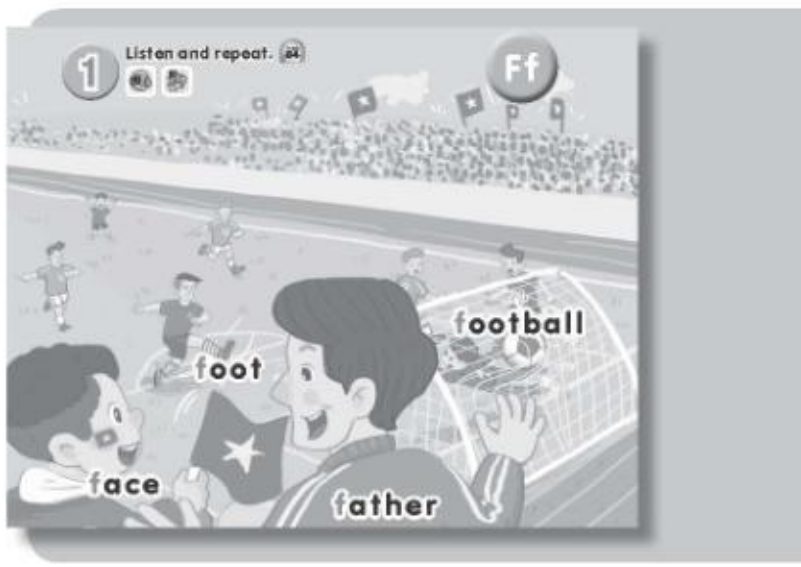
Warm-up

- Get pupils to sing the song from *Unit 14*, saying *Sing the song on Page 62, please!*
- If there is enough time, let pupils play *Find the odd one out*, using the words they have learnt in *Unit 14.*
- Have pupils open their books and look at *Unit 15, Lesson 1*, saying *Open the books and look at Unit 15, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *F/f* in isolation and in the words *face, father, foot* and *football* correctly.

Input: The picture is about a Vietnamese boy and his father watching a football match. The word *face* is next to the boy's face, the word *father* is next to his father, the word *foot* is next to a footballer's foot, and the word *football* is next to the ball. The letter *f* in the words *face, father, foot* and *football* is in red.



Language note: The word *football* can refer to:

- a game played between two teams, where each team tries to win by kicking a ball into the other team's goal.

- a large ball made of leather or plastic and filled with air, used in games of football.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe it. Draw pupils' attention to the letter *F/f,* the words next to the person, the things and the colour of the letter *F/f* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *F/f.* Have them listen to the recording and repeat the sound of the letter *F/f,* saying *Point to the letter F/f, listen and repeat, please!*

Step 3: Tell pupils to point to the boy's face and the word *face,* saying *Point to the boy's face and the word "face", please!* Ask them to listen and repeat the word, saying *Listen and repeat, please!*

Step 4: Repeat the same procedure with the words *father, foot* and *football.* Correct pronunciation, if necessary.

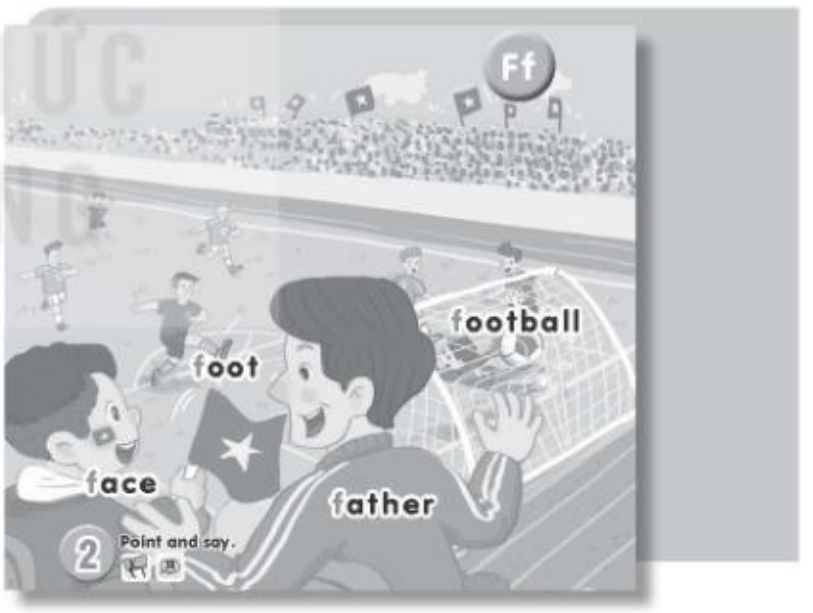
Step 5: Play the recording again and have pupils listen, point to the letter *F/f*, the words *face, father, foot* and *football* and repeat until they feel confident.

Step 6: Play the recording again and call a few pupils to say the letter *F/f* and the words *face, father, foot* and *football* in front of the class, saying *Excellent!* or *Fantastic!* when they perform well.

Outcome: Pupils can listen and repeat the sound of the letter *F/f* in isolation and in the words *face, father, foot* and *football* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *F/f*, the person and the things in the picture and say the sound of the letter *F/f* and the words *face, father, foot* and *football.*



Input: The same picture as mentioned in *Activity 1.*

Procedure: **Step 1:** Have pupils look at the picture again, saying *Look at the picture again, please!* Ask them to describe it. Draw their attention to the letter *F/f* and the words they have learnt in *1. Listen and repeat.*

Step 2: Individually, get them to point to the letter *F/f* and say it, saying *Point to the letter F/f and say it, please!*

Step 3: Let them point to the boy's face and say the word *face* as a model, saying *Point to the face and say "face" please!* Remind them of the sound of the letter *f* in the word *face.* Then ask one pupil to point to the face and to say the word *face* in front of the class. Check comprehension.

Step 4: Follow the same procedure with other things/person. Give further support to those pupils who find it difficult to do the task.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *F/f* and the person/things, say the sound of the letter and the words, saying *Point to the picture and say, please!* Go around and offer help or correct pronunciation, if necessary.

Step 6: Invite a few pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Perfect!*

Outcome: Pupils can point to the letter *F/f* and the things/person, say the sound of the letter *F/f* and the words *face, father, foot* and *football* correctly.

Fun corner

If time allows, let pupils play the game *Missing flashcard.*

Missing flashcard

Goal: Pupils will be able to observe, memorise and recall words.

Input: Flashcards/pictures of some lexical sets, for example, body parts, people, fruits, toys, pets, animals, school things, foods, …

Procedure: **Step 1:** Explain how to play the game *Missing flashcard*, saying *Now, let's play the game Missing flashcard. Look at the flashcards/pictures, say the words. Then close your eyes and I will take away one card. Then open your eyes and say out the word for that card.*

Step 2: Divide the class into four groups. Stick a lexical set of four cards on the board, for example, a pencil, a pen, a book, a bag.

Step 3: 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. Then let pupils open their eyes and say out the word for that card. Each group plays two or three sets.

Step 4: Stick sets of flashcards/pictures on the board and do the same with other groups. Give one point for each correct answer.

Step 5: Count the points for each group and announce the winner. The group that gets the most points will win.

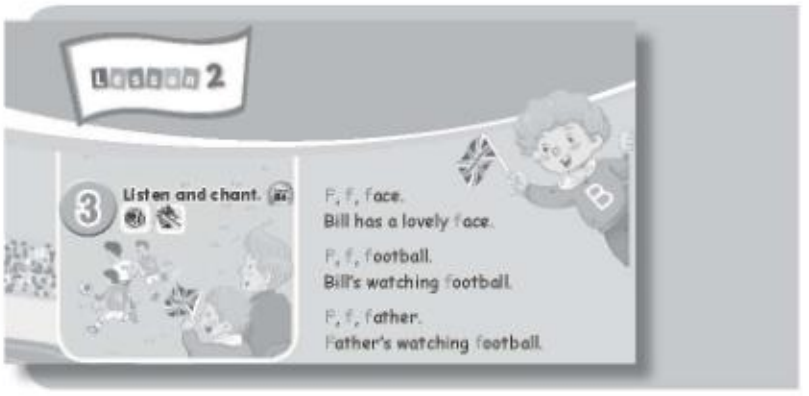
Outcome: Pupils can memorise and recall the words through playing the game.

LESSON 2 (Period 2)

Warm-up

- Ask pupils to recall the words they have learnt in *Lesson 1*.
- Have them play the game *Missing flashcard* if there is enough time, saying *Let's play Missing flashcard, please!* Draw pupils' attention to the words they have learnt in *Lesson 1*. You may add more cards in the previous unit to the game.
- Get pupils to open their books and look at *Lesson 2*, saying *Open the books, please!* and then *Look at Lesson 2, please!*

3. Listen and chant.



Goal: Pupils will be able to say the sound of the letter *F/f,* the words *face, father* and *football* in a chant.

Input: There are three verses in the chant. The letter *F/f,* the word *face* and the sentence *"Bill has a lovely face."* are introduced in the first verse. The letter *F/f,* the word *football* and the sentence *"Bill's watching football."* are introduced in the second one. The letter *F/f,* the word *father* and the sentence *"Father's watching football."* are introduced in the third one. The letter *F/f* is in red.

Procedure: **Step 1:** Have pupils look at the chant and say (*Look at the chant and say, please!*). Draw pupils' attention to the first verse and explain its meaning (as mentioned in *Input*). Check comprehension.

Step 2: Let them look at the first verse of the chant. Play the recording of the first verse for pupils to listen and to get familiarised with the rhythm, saying *Listen, please!* Then play the recording for them to listen again and repeat until they feel confident, saying *Listen again and repeat, please!*

Step 3: Follow the same procedure with the second and third verses. Correct pronunciation, if necessary.

Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen, chant and clap your hands, please!* Go around and offer help, if necessary.

Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant and clap their hands along. If they sang the chant well, praise them, saying *Great work!*

Outcome: Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct pictures.

Input: There are two questions (1 and 2) in this activity. Question 1 includes two pictures: a. a face, b. a foot. Question 2 includes two pictures: a. a woman/mother, b. a man/father.

Audio script: 1. It's a foot. 2. That's my father.

Procedure: **Step 1:** Have pupils look at the pictures, saying *Look at Picture 1, please!* and say what they can see. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

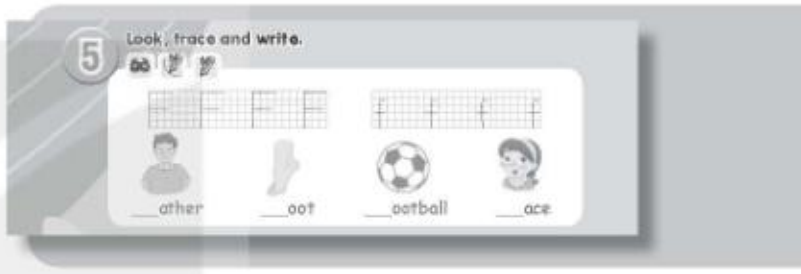
Step 2: Invite some pupils to point to the pictures in Question 1 and say the words in front of the class, saying *Point to the pictures and say the words, please!* E.g. 1a: a face, 1b: a foot.

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Step 3: Play the recording of the first sentence for pupils to listen, saying *Now listen, please!* Say *What did you hear? Did you hear "It's a foot." or "It's a face."? Yes, it said "It's a foot.". You tick the box near the foot.*
If some pupils say *"It's a face."*, let them listen to the recording again, saying *Now listen again, please!* and play the recording and ask *What did you hear? Did you hear "It's a face." or "It's a foot."? Yes, "It's a foot.". Tick the box b. So b is the correct answer.*
Step 4: Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording please!* Play the recording (several times if needed) for pupils to listen and tick the box.
Step 5: Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words/sentences, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can listen, recognise the words and tick correct pictures. 1. b 2. b.

5. Look, trace and write.



Goal: Pupils will be able to trace the letter *F/f* (upper case and lower case) and complete the words under the pictures.

Input: The letter *F/f* (upper case and lower case) and four pictures with the incomplete words.

Procedure: **Step 1:** Have pupils look at the letter *F* (upper case) and *f* (lower case). Point to the upper case *F* and say *This is the upper case of the letter F.* Then point to the lower case *f* and say *And this is the lower case of the letter f.* Make sure pupils recognise the two forms of the letter.

Step 2: Write the letter upper case *F* and the lower case *f* in broken lines on the board, saying *Look at the board. What can you see now? Yes, you can see the upper case F and the lower case f.* Check to make sure pupils understand the letters written in solid lines and those in broken lines. You can demonstrate by air tracing or tracing the broken line letter *F/f.*

Step 3: Give pupils time to use their pencils to trace the letter *F/f* independently. Give further support to those pupils who find it difficult to do the task.

Step 4: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs, swap and check their answers. Give pupils time to work. Go around and offer help, if necessary.

Step 5: Then have pupils look at the four pictures in the activity. Ask some questions to help them identify the person and things in the pictures (e.g. *What's that?/Who's that? What can you see in the pictures?).* Use the first picture as an example, ask pupils to look at it, guess what letter is missing and complete the word.

Step 6: Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 7: Ask some pupils to show what they have done. Praise them if they have done well, saying *You've done a good job*! or *Great!*

Outcome: Pupils can trace the letter *F/f* neatly and complete the words correctly.

LESSON 3 (Period 3)

Warm-up

- Ask the class to sing the chant, saying *Now let us sing the chant in Lesson 2.*
- Tell pupils to open their books and look at *Lesson 3*. Introduce *Lesson 3*, saying *Now open your books on Page 67*.

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the sentence *"Point to your hand."*

Input: - The sentence *"Point to your hand."* is used to express a command.

- The picture is about a boy pointing to his hand.

Procedure: **Step 1:** Have pupils look at the picture of a boy pointing to his hand, saying *Point to your hand.* Then have pupils look at the sentence *"Point to your hand."* Explain the meaning of the sentence and how it is used. Check comprehension.

Step 2: Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!*

Step 3: Play the recording again and invite a few pupils to repeat the sentence *"Point to your hand."* in front of the class. Correct pronunciation, if necessary or praise them when they pronounced the sentence correctly, saying *You did very well!*

Step 4: Ask pupils to point to the picture and repeat the sentence *"Point to your hand"*. Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.

Outcome: Pupils can repeat the sentence *"Point to your hand."* correctly.

7. Let's talk.



Goal: Pupils will be able to express a command, using *"Point to your _____."*

Input: The activity consists of two parts. Part 1 includes the bubble with the structure *"Point to your _____."* Part 2 is a picture of a girl (under the bubble) with four arrows pointing to her face, foot, hair, hand.

Procedure: **Step 1:** Have pupils look at the bubble to understand how the structure *"Point to your _____."* is used. Explain the meaning of the structure (as mentioned in *Input*).

Step 2: Have pupils look at Arrow *a*. Say *Look at Arrow a, please!* Point to the hand and ask them, saying *What's this?* Tell them that it is a hand, saying *It's a hand.*

Step 3: Ask pupils to use the structure in the bubble *"Point to your _____."* and Picture 1 (a hand) to express a command, e.g. *Point to your hand*. Get them to repeat the sentence several times individually and in chorus. Check comprehension.

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Step 4: Follow the same procedure with the other body parts in the picture. Make sure pupils understand the structure *"Point to your ____."* and say it with the right pronunciation and intonation. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Ask pupils to practise expressing a command, saying *Now express a command, please!* Go around and offer help or correct pronunciation if necessary.

Step 6: Select some pupils to practise expressing a command in front of the class. Praise them, saying *That's right!* or *Superb!* if they performed well.

Outcome: Pupils can express a command *"Point to your ____."* correctly.

8. Let's sing!

Goal: Pupils will be able to sing a song with the structure *"Point to your ____."*



Input: There are two verses in the song. The first verse includes the words *face, foot* and the structure *"Point to your ____."* The second verse contains the words *hair, head* and the structure *"Point to your ____."*

Procedure: **Step 1:** Have pupils look at the lyrics to get familiarised themselves with the first verse of the song. Explain the meaning of the structures *"That's your ____."*, *"Point to your ____."* Play the recording several times for pupils to repeat line after line to make sure that they can say the verse correctly. Check comprehension.

Step 2: Follow the same procedure with the second verse. Correct pronunciation, if necessary.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress, and the melody of the song. Say *Now listen to the whole song, please!*

Step 4: Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them sing the whole song. If there is time, let them sing the song several times until they feel confident.

Step 5: Select some groups to the front of the class to sing the song or ask some pupils to sing the song individually. The class may sing along and clap their hands. Praise them when they perform well, saying *Fantastic!* or *Excellent!*

Outcome: Pupils can sing the song with correct pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 16 At home

Objectives

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

- pronounce the sound of the letter *W/w* in isolation and in the words *washing, water, Wendy* and *window*.
- say the sound of the letter *W/w*, the word *window* and the numbers from six to ten in a chant.
- recognise the words/phrases in different situations when listening.
- use "*How many _____ can you see?*" – "*I can see _____.*" to ask and answer questions about the numbers of things.
- trace the letter *W/w* and complete the words _____*endy*, _____*ater*, ___*ashing*, ____*indow*.
- sing a song focussing on the numbers from six to ten and the structure "*She can see _____.*"

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 1 (Period 1)

Warm-up

- Greet the class and remind pupils of what they have learnt in *Unit 15*.
- If there is enough time, spend a few minutes revising the previous lesson by asking the class to sing the song in *Unit 15, Lesson 3*.
- Have pupils open their books and look at *Unit 16, Lesson 1*, saying *Open the books and look at Unit 16, Lesson 1, please!*

1. Listen and repeat.

Goal: Pupils will be able to pronounce the sound of the letter *W/w* in isolation and in the words *washing, water, Wendy* and *window*.

Input: - The picture is about a girl, named Wendy, is washing the window. The bucket of water is next to Wendy. Some drops of water are dropping.



The word *Wendy* is next to Wendy, the word *window* is next to the window, the word *washing* is next to Wendy and the word *water* is next to the bucket of water. The letter *W/w* in the words *washing, water, Wendy* and *window* is in red.

- The sound of the letter *W/w* is the focus of *Unit 16*.

Procedure: **Step 1:** Have pupils look at the picture, saying *Look at the picture, please!* and describe it. Draw pupils' attention to the words next to the things, the girl, what she's doing and the colour of the letter *W/w* (as mentioned in *Input*). Check comprehension.

Step 2: Ask pupils to point to the letter *W/w,* saying *Point to the letter W/w, please!* Have them listen and repeat the sound of the letter *W/w,* saying *Listen and repeat, please!*

Step 3: Tell pupils to point to Wendy and/or the word *Wendy* in the picture, to listen to the recording and repeat the word *Wendy*. Ask them to listen to the recording again and repeat the word individually and in chorus, saying *Listen again and repeat, please!* Correct pronunciation, if necessary.

Step 4: Follow the same procedure with the words *washing, water* and *window*. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Play the recording again and have them listen, point to the letter *W/w*, the picture and say the sound of the letter and the words until they feel confident. Correct the pronunciation, if necessary.

Step 6: Call a few pupils to say the letter *W/w* and the words *washing, water, Wendy* and *window* in front of the class, saying *Good job!* when they perform well.

Outcome: Pupils can listen and repeat the sound of the letter *W/w* in isolation and in the words *washing, water, Wendy* and *window* correctly.

2. Point and say.

Goal: Pupils will be able to point to the letter *W/w,* the girl (Wendy), and the words *washing, water, window* in the picture and say the sound of the letter *W/w* and the words *washing, water, Wendy* and *window.*



Input: The same picture as mentioned in *Activity 1*.

Procedure: **Step 1:** Have pupils look at the picture again. Ask them to describe it. Draw their attention to the letter *W/w*, the words *washing, water, Wendy* and *window*, if necessary.

Step 2: Get them to point to the letter *W/w* and say it aloud, saying *Point to the letter W/w and say, please!*

Step 3: Let them point to Wendy and say *Wendy*, saying *Point to Wendy, please.* Remind them of the sound of the letter *W* in the word *Wendy*. Then ask one pupil to point to Wendy and to say the word *Wendy* in front of the class.

Step 4: Follow the same procedure with the other things. Give further support to those pupils who find it difficult to do the task.

Step 5: Ask pupils to work in pairs or in groups to look at the picture, point to the letter *W/w*, the girl and the things and say the sound of the letter *W/w*, the words *washing, water, Wendy* and *window*. Go around and offer help or correct pronunciation, if necessary.

Step 6: Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying *Good job!* or *Great!*

Outcome: Pupils can point to the picture and say the sound of the letter *W/w* and the words *washing, water, Wendy* and *window* correctly.

Fun corner

If time allows, let pupils play the game *Hot seat*.

Hot seat

Goal: Pupils will be able to revise the words they have learnt through the game *Hot seat*.

Input: Some words from the previous lesson and the words *washing, water, Wendy, window*.

Procedure: **Step 1:** Tell pupils that they are going to play *Hot seat*. Explain how the game is played (as mentioned in *Unit 3)*. You may play the game once as an example. Check comprehension.

Step 2: Divide the class into two teams. Call one pupil from each team to sit on the *Hot seat*, facing the classroom with the board behind them.

Step 3: Write a word on the board, e.g *window*. One of the team members in the *Hot seat* should help the pupil guess the word by air demonstrating it. They cannot say, spell or draw the word.

Step 4: Continue until each team member has described a word to the pupil in the *Hot seat*. Give one star for each right word. The team gets more stars will win.

Outcome: Pupils can revise the words they have learnt through playing the game.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

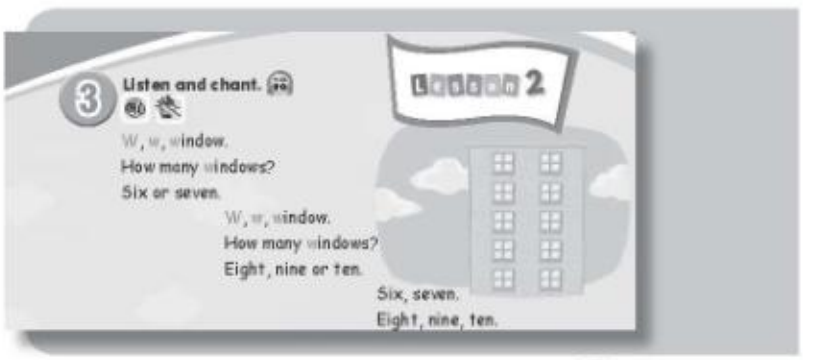
LESSON 2 (Period 2)

Warm-up

- Ask pupils to look at the picture in *Lesson 1* and say the sound of the letter *W/w* and the words *washing, water, Wendy* and *window*.
- Have them play *Hot seat* again if there is enough time. Draw pupils' attention to the words they have learnt in *Lesson 1*.
- Get pupils to open their books and look at *Lesson 2*. Say *Open the books and look at Lesson 2, please!*

3. Listen and chant.

Goal: Pupils will be able to say the sound of the letter *W/w* and the words *windows, six, seven, eight, nine, ten* and the question *How many windows?* in a chant.



Input: The letter *W/w*, the word *windows*, the words *six, seven, eight, nine, ten* and the question *How many windows?* are introduced in the first two verses. The numbers *six, seven, eight, nine, ten* are in the third verse. The letter *W/w* is in red.

Procedure: **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils' attention to the first verse and explain its meaning (as mentioned in *Input*). Ask them to pay attention to the letter *W/w,* the word *window,* the words *six, seven* and the question *How many windows?* Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!* Then play the recording for them to listen and repeat until they feel confident.

Step 3: Do the same procedure with the other verses. Draw pupils' attention to the words *eight, nine, ten.* Correct pronunciation, if necessary.

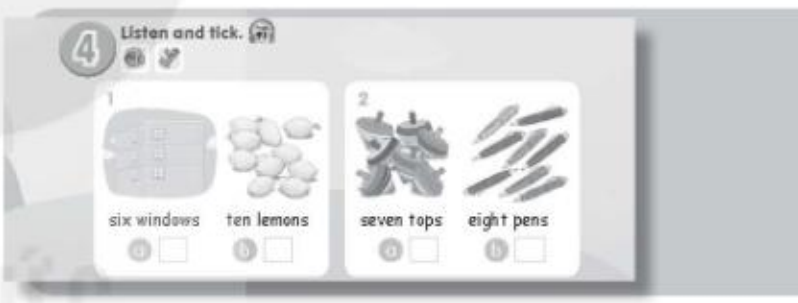
Step 4: Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen to the recording and chant, please!* Go around and offer help, if necessary.

Step 5: Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing along the chant and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!*

Outcome: Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

4. Listen and tick.

Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.



Input: The activity consists of two questions (1 and 2). Question 1 includes the picture of six widows and the phrase *six windows* (a) and the picture of ten lemons and the phrase *ten lemons* (b).
Question 2 consists of the picture of seven tops and the phrase *seven tops* (a) and the picture of eight pens and the phrase *eight pens* (b).

Audio script: 1. How many windows? – Six.
2. How many pens? – Eight.

Procedure: **Step 1:** Have pupils look at the pictures of Question 1. Point to the windows and teach the phrase *six windows*. Have pupils point to the windows and say the phrase again. Follow the same procedure with the other picture.

Step 2: Invite some pupils to point to the pictures in Question 1 and say the words in front of the class, saying *Point to the pictures and say the phrases, please!* Eg: 1a: six windows, 1b: ten lemons.

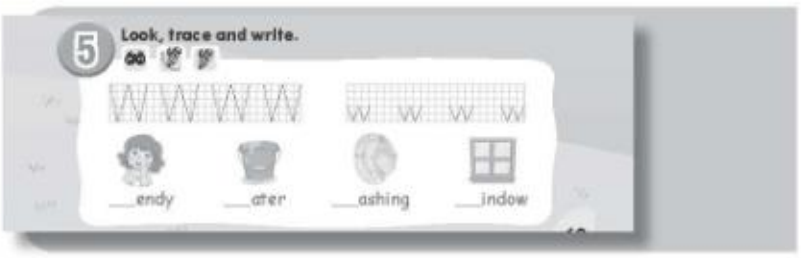
Step 3: Play the recording of the first sentence for pupils to listen and tick the box.

Step 4: Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task, if necessary.

Step 5: Ask pupils to say what they have heard and ticked. Eg: 1a: six windows, 2b: eight pens.

Outcome: They can listen, recognise the words and tick correct boxes: 1. a 2. b.

5. Look, trace and write.



Goal: Pupils will be able to trace the letter *W/w* (upper case and lower case) and complete the words *__endy __ater, __ashing,* and *__ indow.*

Input: There are two parts in the activity: The letter *W/w* (upper case and lower case), and the unfinished words, *__endy __ater, __ashing,* and *__ indow.*

Procedure: **Step 1:** Have pupils look at the letter *W* (upper case) and *w* (lower case). Remind them how to trace it.

Step 2: Tell pupils to trace the letter *W/w*, saying *Now use your pencil to trace the letter W/w*. You can demonstrate by air tracing or tracing the broken line letter *W/w*. Then let pupils do the tracing. Go around and offer help, if necessary.

Step 3: Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other's answer.* Give pupils time to work. Go around and offer help, if necessary.

Step 4: Have pupils look at the pictures and the unfinished words *__endy, __ater, __ashing, __indow*. Explain how to complete the words. Remind pupils that the word *Wendy* is completed with the capital letter *W*. Check comprehension.

Step 5: Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.

Step 6: If there is enough time, invite some pupils to point to the letter *W/w* and say its sound. Then let them point to the pictures and say the complete words.

Outcome: Pupils can trace the letter *W/w* and complete the words *__endy, __ater, __ashing, __indow* correctly.

LESSON 3 (Period 3)

Warm-up

- Greet the class and remind pupils of what they have learnt in *Lesson 2*.
- Spend a few minutes revising the previous lesson by asking the class to sing the chant in *Lesson 2* and clap hands.
- If time allows, invite some pupils to go to the board and play *Hot seat*.
- Have pupils open their books and look at *Lesson 3*, saying *Open the books, please!* and *Look at Lesson 3, please!*

6. Listen and repeat.



Goal: Pupils will be able to listen and repeat the exchange *"How many windows can you see?" – "I can see six."*

Input: - Exchange *"How many windows can you see? " – "I can see six."* is used to ask and answer questions about the number of things.

- A picture of the boy and the girl asking and answering questions about the number of windows.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Procedure: **Step 1:** Have pupils look at the windows, saying *Look at the windows, please! How many windows can you see?*, answering *I can see six*. Let them listen and repeat the sentences twice.

Step 2: Get pupils to look at the question *"How many windows can you see?"* and the answer *"I can see six."*, play the recording several times for them to listen and repeat. Correct pronunciation, if necessary.

Step 3: Divide the class into two groups. Ask one group to listen to the question and repeat. Let the other group listen to the answer and repeat. Check pronunciation.

Step 4: Invite a few pupils to repeat the sentences in front of the class. Go around and praise them, if they performed well, saying *Well done!* Correct pronunciation to make sure pupils can repeat correctly the sentences.

Outcome: Pupils can listen and repeat the exchange *"How many windows can you see?" – "I can see six."* correctly.

7. Let's talk.

Goal: Pupils will be able to say how many things someone can see, using the structure *"How many _____ can you see?" – "I can see _____."*



Input: There are two parts in the activity. In part 1, the structure *"How many _____ can you see?" – "I can see _____."* is introduced in the bubbles. In part 2, five pictures *(a. six windows, b. seven pens, c. eight books, d. nine pencils, e. ten lemons)* are mentioned.

Procedure: **Step 1:** Have pupils look at the bubbles to understand how the structure (*How many _____ can you see? – I can see _____.*) is used. Explain the meaning of the sentences, if necessary.

Step 2: Ask them to look at the pictures to identify the number of the things. Then let them point to the pictures and say. Check comprehension.

Step 3: Point to Picture *a* and model the task, using the question in the bubble and ask *"How many windows can you see?"* Have pupils point to the six windows and answer. E.g. *I can see six windows.* Then ask pupils to say the sentences individually and in chorus. Say *Point to the picture, ask and answer, please!* Correct pronunciation, if necessary.

Step 4: Follow the same procedure with Pictures *b, c, d, e* by getting pupils to point to the pictures, ask and answer questions about the number of things. Go around and offer help, if necessary.

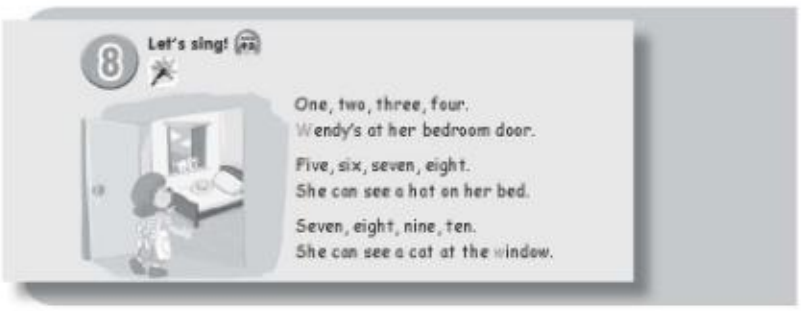
Step 5: Ask pupils to work in pairs or in groups to practise the structure again. Give further support to those pupils who find it difficult to do the task, if necessary.

If time allows, invite some pupils to point to the pictures and act out the exchanges in front of the class.

Outcome: Pupils can ask and answer *"How many ____ can you see?" – "I can see ____."* confidently.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

8. Let's sing!



Goal: Pupils will be able to sing a song with the numbers from one to ten and the structure *"She can see ___."*

Input: There are three verses in the song. The first lines of the three verses include the numbers *one, two, three, four, six, seven, eight, nine, ten.* The second lines of the three verses include the structures *"Wendy's at ____."* and *"She can see ____."*

Procedure: **Step 1:** Have pupils read the lyrics to get familiarised themselves with the first verse of the song. Say *Now look at the first verse, please!* Check comprehension. Play the recording several times for pupils to listen and repeat line after line to make sure that they can sing the verse correctly. Say *Listen and repeat, please!*

Step 2: Follow the same procedure with the second and the third verses of the lyrics.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress, and the melody of the song. Let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them sing the whole song.

Step 4: If there is time, let them sing the song several times or ask some pupils to sing the song individually. Praise them when they perform well, saying *Excellent!*

Outcome: Pupils can sing the song with good pronunciation, natural tune/rhythm and sweet melody.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Review 4

Objectives

By the end of *Review 4*, pupils will revise:
Phonics: the sound of the letters *n, t, f, w*
Vocabulary: *bananas, noodles, nuts*
teddy bear, tiger, top, turtle
face, father, foot, football
washing, water, window
Structures:
He's/She's having _____. (describing what a person is eating)
I can see _____. (saying what you can see)
Point to _____. (using the imperatives)
How many _____ *can you see? – I can see* _____. (asking and answering questions about the number of things)

Phil and Sue

Warm-up

- Elicit the names of the topics they have learnt from *Unit 13* to *Unit 16*.
- If time allows, have them play *Slap the board* or *Mystery bag* with the words they have learnt in the previous units.
- Have them open the books and look at the story *Phil and Sue*.

1. Listen and repeat.

Goal: Pupils will be able to listen and repeat the story.

Input: There are four pictures in the story:

Picture 1. Phil and Sue are in the street, they meet Nam and Lucy; they greet one another.

Picture 2. Nam and Lucy are getting on the bus; they say goodbye to each another.

Picture 3. Phil and Sue see the teddy bear that Lucy has left behind.

Picture 4. Phil is running after the bus to give the teddy bear to Lucy.



Procedure: **Step 1:** Have pupils look at the pictures. Ask them some questions about the pictures, such as *Who are in the pictures? What are they doing?*, etc. Then have pupils guess the content of the story.

Step 2: Have pupils look at Picture 1 and describe the picture. Draw pupils' attention to the boys, the girls and the bubbles (as mentioned in *Input*).

Step 3: Let pupils listen to the recording, point to the bubbles and repeat the sentences. Give further support to those pupils who find it difficult to do the task.

Step 4: Follow the same procedure with Pictures 2, 3 and 4. Correct pronunciation, if necessary.

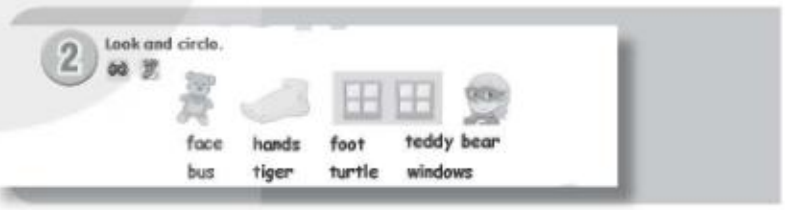
Step 5: Play the recording of the whole story several times and have pupils listen, point to the the sentences in the bubbles and repeat until they feel confident. Go around and offer help, if necessary.

Step 6: Have pupils work in groups of four, look at the pictures and read aloud the story. Go around to help or/and correct pronunciation.

Step 7: Call some groups to act out the story. Say *Well done!* when they perform well. Encourage them to use gestures, face expressions,... when they repeat the story.

Outcome: Pupils can listen, read, understand and act out the story with correct pronunciation, stress and intonation.

2. Look and circle.



Goal: Pupils will be able to identify the words for the pictures by circling them.

Input: Eight words pupils have learnt in the previous units. Four pictures illustrating four of the eight words.

Procedure: **Step 1:** Explain how to do the task, saying *Look at four pictures, find the suitable words and circle, please!*

Step 2: Ask them to identify the parts of body/ things, saying *What can you see in the pictures? Can you see the teddy bear? Yes, it is the teddy bear. Say the words, please!*

Step 3: Ask pupils to look at the pictures and circle the correct words. Give pupils time to work. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask pupils to swap the answers with a classmate before checking as a class.

Step 5: Invite some pupils to give their answers. Praise them if they have done well, saying *Great job!*

Outcome: Pupils can identify and circle the words: *face, teddy bear, foot, windows* correctly.

Self-check

Warm-up

- Have pupils act out the story *Phil and Sue.*
- Ask them to open their books and look at *Self-check*, saying *Open your books and look at Self-check, please!*

1. Listen and tick.



Goal: Pupils will be able to listen, recognise the words and tick the correct boxes.

Input: There are three questions (1, 2 and 3) in this activity. Question 1 includes the pictures: a. a window, b. a turtle. Question 2 includes the pictures: a. a tiger, b. a teddy bear. Question 3 includes the pictures: a. a face, b. a foot.

Audio script: 1. window 2. teddy bear 3. foot

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to point to pairs of pictures and say the words. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Invite some pupils to point to the pictures and say the words in front of the class.

Step 3: Play the recording twice or more, if needed. Ask pupils to listen and tick the correct boxes, saying *Listen and tick, please!* Give further support to those pupils who find it difficult to do the task.

Step 4: Set a time limit for pupils to swap and check the answers. Correct the answers, if necessary.

For a better class, ask pupils to write down the words.

Outcome: Pupils can listen, recognise the words and tick the correct boxes:

1. a 2. b 3. b.

2. Listen and circle.



Goal: Pupils will be able to listen and identify the sounds by circling the letters.

Input: There are four pairs of letters (1. o and w; 2. l and n; 3. f and b; 4. d and t).

Audio script:

1. w 2. n 3. f 4. t

Procedure: **Step 1:** Have pupils look at the pairs of letters. Tell them that they will listen to the recording, identify the sound and circle the letter of the sound in each pair. Check comprehension.

Step 2: Ask pupils to work in pairs or in groups to point to the pairs of letters and say the sounds.

Step 3: Play the recording, ask pupils to listen and circle the letters of the sounds.

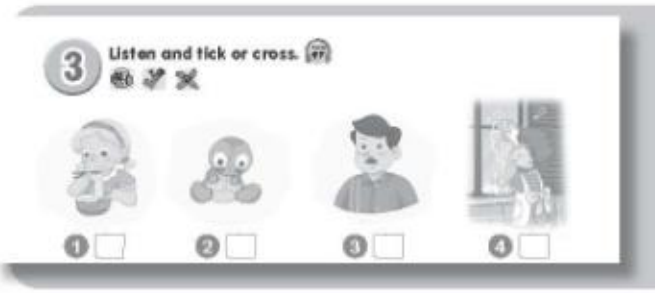
Step 4: Have pupils swap their work and check the answers. Play the recording again for them to check, if necessary. Confirm the correct answers.

Step 5: Invite some pupils to say the sounds they have listened.

Outcome: Pupils can listen, identify the sounds and circle the correct letters:

1. w 2. n 3. f 4. t.

3. Listen and tick or cross.



Goal: Pupils will be able to listen, recognise the words and put a tick or a cross in the box under each picture.

Input: The activity consists of four pictures: 1. a girl having noodles; 2. a turtle; 3. a man; 4. a boy washing the window. There is a box under each picture.

Audio script:

1. She's having noodles.
2. Point to your mother.
3. Point to your father.
4. He's running.

Procedure: **Step 1:** Ask pupils to have a look at the pictures and say what they can see.

Step 2: Explain that they have to listen to some sentences and put a tick or a cross in the boxes under the pictures.

Step 3: Get some pupils to point to the pictures and say the words or sentences in front of the class.

Step 4: Play the recording twice, ask pupils to listen and put a tick or a cross.

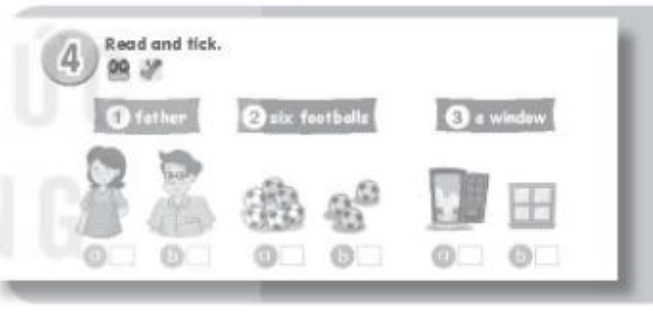
Step 5: Set a time limit for pupils to check the answers in pairs. Correct the answers, if necessary.

Step 6: Play the recording again. Confirm the correct answers.

If time allows, invite some pupils to the front of the class to point to the pictures and say what they have heard.

Outcome: Pupils can listen, recognise the words and put a tick or a cross in the boxes correctly: 1. ✓ 2. x 3. ✓ 4. x

4. Read and tick.



Goal: Pupils will be able to read and tick the correct boxes.

Input: There are three questions in the activity. Each question consists of one word/phrase and two pictures *a* and *b* for pupils to identify and put a tick in the box.

1: a. a mother b. a father
2: a. six footballs b. three footballs
3: a. a door b. a window

Procedure: **Step 1:** Have pupils look at the pictures and say what they see in the pictures. Draw pupils' attention to the boxes next to the letters *a* and *b*. Check comprehension.

Step 2: Ask pupils to look the word/phrase in each question.

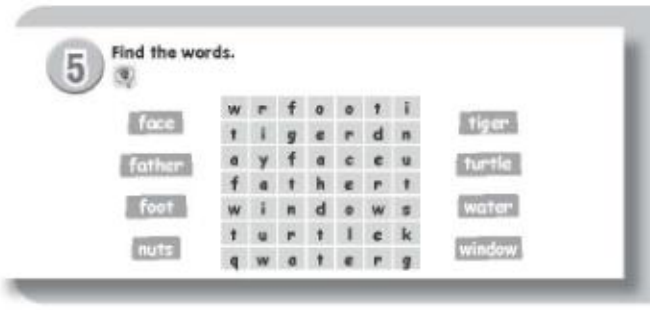
Step 3: Have pupils individually read the word/phrases and tick the correct pictures. Give further support to those pupils who find it difficult to do the task.

Step 4: Ask them to swap their work and check the answers with a classmate. Give pupils time to work. Go around and offer help, if necessary.

Step 5: Invite some pupils to point to the pictures and say the word/phrases in front of the class. Praise them if they have done well, saying *Well done!*

Outcome: Pupils can read and tick the correct boxes: 1. b 2. a 3. b.

5. Find the words.



Goal: Pupils will be able to identify the written form of the words they have learnt and say them correctly.

Input: There is a table of letters arranged in across and down lines, surrounded by eight words pupils have learnt from *Unit 13* to *Unit 16*.

Procedure: **Step 1:** Have pupils read the words around the table. Explain how to do the activity.

Step 2: Ask pupils to look at the table, find and circle the words individually.

Step 3: Have pupils exchange their answers in pairs or in groups before checking as a class.

Step 4: Invite some pupils to point to the words in the table and say them in front of the class.

Outcome: Pupils can find and circle all the words in the table as fast as possible. They can also say the words correctly.

w	r	f	o	o	t	i
t	i	g	e	r	d	n
a	y	f	a	c	e	u
f	a	t	h	e	r	t
w	i	n	d	o	w	s
t	u	r	t	l	e	k
q	w	a	t	e	r	g

6. Write the letters.



Goal: Pupils will be able to write and say the words which are illustrated in the picture correctly.

Input: The picture shows Nick's bedroom. Nick is in the bed, and his father is sitting next to him, reading him a bed-time story. There is a shelf in the room with a tiger, a teddy bear, a turtle. Next to the shelf is the window. There is also a desk with a book on it, and a football under it. Some incomplete words are also given.

Procedure: **Step 1:** Have pupils look at the picture. Draw pupils' attention to the missing letters of the words next to the things.

Step 2: Ask pupils how to do the task. If they do not remember, model with one picture. Ask pupils to look at the tiger and the incomplete word __*iger*. Model with this word so pupils can understand how to complete the task.

Step 3: Have pupils look at the things and the incomplete words and complete the task individually.

Step 4: Ask pupils to swap their answers with other classmates. Then check the answers as a class.

Step 5: Invite some pupils to point to the picture and say the words they have completed.

Outcome: Pupils can write the missing letters to complete the words correctly: *teddy bear, tiger, turtle, football, window.*

TIẾNG ANH 1 – SÁCH BÀI TẬP

Audio scripts

Unit 1

Lesson 1 – Track 1

2. Listen, point and say.

1. Bill 2. ball 3. bike 4. book

Lesson 2 – Track 2

1. Listen and circle.

1. A book
2. A bike
3. A ball
4. Hi, I'm Bill.

Lesson 3 – Track 3

2. Listen and tick.

1. Hi. I'm Bill. 2. Bye, Ba.

Unit 2

Lesson 1 – Track 4

2. Listen, point and say.

1. cat 2. cake 3. car 4. cup

Lesson 2 – Track 5

1. Listen and circle.

1. A car 2. A cup 3. A cat 4. A cake

Unit 3

Lesson 1 – Track 6

2. Listen, point and say.

1. hat 2. can 3. bag 4. apple

Lesson 2 – Track 7

1. Listen and circle.

1. I have a can.
2. I have a bag.
3. I have a hat.
4. I have an apple.

Lesson 3 – Track 8

2. Listen and tick.

1.This is my apple.

2.This is my bag.

Unit 4

Lesson 1 – Track 9

2. Listen, point and say.

1. dog 2. door 3. duck 4. desk

Lesson 2 – Track 10

1. Listen and circle.

1. This is a duck.
2. This is a dog.
3. This is a desk.
4. This is a door.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 5

Lesson 1 – Track 11

2. Listen and number. Then point and say.

1. chips 2. chicken 3. milk 4. fish

Lesson 2 – Track 12

1. Listen and circle.

1. I have chicken.
2. I have fish.
3. I have chips.
4. I have milk.

Unit 6

Lesson 1 – Track 13

2. Listen, point and say.

1. pencil 2. desk 3. pen 4. bell

Lesson 2 – Track 14

1. Listen and circle.

1. This is my desk.
2. This is my pen.
3. I have a bell.
4. I have a pencil.

Lesson 3 – Track 15

2. Listen and number. Then point and say.

1. It's a red desk.
2. It's a red pen.
3. It's a red bell.
4. It's a red pencil.

Unit 7

Lesson 1 – Track 16

2. Listen and tick. Then point and say.

1. gate 2. girl 3. goat 4. garden

Lesson 2 – Track 17

1. Listen and circle.

1. This is a girl.
2. This is a gate.
3. This is a goat.
4. This is a garden.

Unit 8

Lesson 1 – Track 18

2. Listen and tick Y (Yes) or N (No). Then say.

1. hair 2. cat 3. horse 4. hand

Lesson 2 – Track 19

1. Listen and circle.

1. This is my hair.
2. This is my head.
3. This is my horse.
4. This is my hand.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 9

Lesson 1 – Track 20

2. Listen and number. Then point and say.

1. mops 2. locks 3. clocks 4. pots

Lesson 2 – Track 21

1. Listen and circle.

1. There are two locks.
2. There are two clocks.
3. There are three balls.
4. There are two pots.

Unit 10

Lesson 1 – Track 22

2. Listen, point and say.

1. mango 2. mother
3. monkey 4. mouse

Lesson 2 – Track 23

1. Listen and circle.

1. This is a mango.
2. This is a mouse.
3. This is a monkey.
4. This is my mother.

Unit 11

Lesson 1 – Track 24

2. Listen and tick. Then point and say.

1. bus 2. sun 3. running 4. truck

Lesson 2 – Track 25

1. Listen and circle.

1. She's running.
2. It's a bus.
3. It's the sun.
4. The truck is moving.

Unit 12

Lesson 1 – Track 26

2. Listen and tick. Then point and say.

1. lemon 2. lake 3. leaf 4. Lucy

Lesson 2 – Track 27

1. Listen and circle.

1. Look at the lemons.
2. Look at the lake.
3. Look at the leaf.
4. Look at Lucy.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 13

Lesson 1 – Track 28

2. Listen, point and say.

1. Nick
2. bananas
3. noodles
4. nuts

Lesson 2 – Track 29

1. Listen and circle.

1. I like bananas.
2. I like noodles.
3. I like lemons.
4. I like cakes.

Lesson 3 – Track 30

2. Listen and number.

1. She's having nuts.
2. He's having noodles.
3. She's having a banana.
4. He's having an apple.

Unit 14

Lesson 1 – Track 31

2. Listen and tick. Then point and say.

1. top
2. turtle
3. teddy bear
4. tiger

Lesson 2 – Track 32

1. Listen and circle.

1. Look at the top.
2. Look at the teddy bear.
3. Look at the tiger.
4. Look at the turtle.

Unit 15

Lesson 1 – Track 33

2. Listen and tick or cross. Then point and say.

1. foot
2. father
3. fish
4. face

Lesson 2 – Track 34

1. Listen and circle.

1. That's my father.
2. Touch your foot.
3. I have a football.
4. Look at my face.

Lesson 3 – Track 35

1. Listen and number. Then point and say.

1. Point to your foot.
2. Point to your fish.
3. Point to your face.
4. Point to your football.

Unit 16

Lesson 1 – Track 36

2. Listen, point and say.

1. Wendy
2. washing
3. window
4. water

Lesson 2 – Track 37

1. Listen and circle.

1. I can see a window.
2. I can see Wendy.
3. I can see water.
4. She's washing.

Lesson 3 – Track 38

1. Listen and number. Then point and say.

1. *A:* How many pens can you see?
   B: I can see seven pens.
2. *A:* How many lemons can you see?
   B: I can see eight lemons.
3. *A:* How many books can you see?
   B: I can see six books.
4. *A:* How many tops can you see?
   B: I can see nine tops.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TIẾNG ANH 1 – SÁCH BÀI TẬP

Answer Keys

Unit 1

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Do the puzzle. Then point and say.

1. BOOK 2. BALL

Lesson 2

1. Listen and circle.

2. a 3. b 4. b

3. Look and write. Then say.

2. book 3. Bill 4. ball

Lesson 3

1. Read and match.

1. a 2. b

2. Listen and tick.

1. a 2. a

Unit 2

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Find the differences. Then circle and say.

a. A book. A cup. b. A ball. A cake.

Lesson 2

1. Listen and circle.

1. a 2. b 3. b 4. a

3. Look and write. Then say.

1. cup 2. car 3. cat 4. cake

Lesson 3

1. Read and match.

1. b 2. a

2. Look and write. Then read aloud.

1. car 2. cat 3. cake 4. cup

Unit 3

Lesson 1

1. Read and match.

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

2. Listen, point and say.

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

3. Game: Look and circle. Then point and say.

2. apple 3. can 4. bag

Lesson 2

1. Listen and circle.

1. b 2. a 3. b 4. b

3. Look and write. Then say.

1. apple 2. hat 3. can 4. bag

Lesson 3

1. Read and match.

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

2. Listen and tick.

1. a 2. b

Unit 4

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Find and say.

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

Lesson 2

1. Listen and circle.

1. a 2. b 3. a 4. b

3. Look and write. Then say.

1. door 2. desk 3. dog 4. duck

Lesson 3

1. Read and match.

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

2. Read and circle. Then point and say.

1. a 2. b 3. a 4. b

Unit 5

Lesson 1

1. Look and match.

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

2. Listen and number. Then point and say.

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

3. Game: Draw lines and trace. Then say.

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

Lesson 2

1 Listen and circle.

1. a 2. b 3. a 4. b

3. Look and write. Then say.

1. milk 2. fish 3. chips 4. chicken

Lesson 3

1. Read and match.

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

2. Look and circle. Then read aloud.

1. chips 2. milk 3. chicken 4. fish

Unit 6

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Draw and colour. Then point and say.

2. pencil 3. hat 4. ball

Lesson 2

1. Listen and circle.

1. a 2. b 3. a 4. a

3. Look and write. Then say.

1. bell 2. pencil 3. pen 4. desk

Lesson 3

1. Read and circle.

1. a 2. b

2. Listen and number. Then point and say.

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

Unit 7

Lesson 1

1. Look and match.

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

2. Listen and tick. Then point and say.

1. a 2. b 3. b 4. a

3. Game: Find and say.

fish cat dog goat

Lesson 2

1. Listen and circle.

1. a 2. b 3. a 4. b

3. Look and write. Then say.

1. garden 2. gate 3. girl 4. goat

Lesson 3

1 Read and tick or cross.

3. ✓ 4. ✓

2. Read and match. Then read aloud.

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

Unit 8

Lesson 1

1. Look and match.

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

2. Listen and tick Y (Yes) or N (No). Then say.

1. Y 2. N 3. Y 4. Y

3. Game: Do the puzzles. Then point and say.

1. HAIR 2. HORSE 3. HAND 4. HEAD

Lesson 2

1. Listen and circle.

1. b 2. b 3. a 4. b

3. Look and write. Then say.

1. head 2. horse 3. hand 4. hair

Lesson 3

1. Read and number.

a. 3 b. 1 c. 2

2. Look and write. Then read aloud.

1. hand 2. head 3. horse 4. hair

Unit 9

Lesson 1

1. Look and match.

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

2. Listen and number. Then point and say.

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

3. Game: Read and draw. Then point and say.

1. four mops 2. three pots
3. two locks 4. five clocks

Lesson 2

1. Listen and circle.

1. a 2. b 3. b 4. a

3. Look and write. Then say.

1. mops 2. clocks 3. pots 4. locks

Lesson 3

1. Read and match.

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

2. Look and circle. Then point and say.

1. a 2. b 3. b 4. a

Unit 10

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Find and say.

1. b. monkey 2. c. mouse. 3. a. mango.

Lesson 2

1. Listen and circle.

1. a 2. b 3. b 4. a

3. Look and write. Then say.

1. mango 2. mouse 3. monkey 4. mother

Lesson 3

1. Read and tick or cross.

1. ✓ 2. ✗ 3. ✓ 4. ✓

2. Look, circle and write. Then say.

1. mango 2. monkey 3. mother 4. mouse

Unit 11

Lesson 1

1. Look and match.

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

2. Listen and tick. Then point and say.

1. a 2. a 3. b 4. b

3. Game: Circle the words. Then say.

Across: running, truck

Down: bus, sun

Lesson 2

1. Listen and circle.

1. a 2. b 3. b 4. a

3. Look and write. Then say.

1. truck 2. sun 3. running 4. bus

Lesson 3

1. Read and tick or cross.

1. ✗ 2. ✗ 3. ✓ 4. ✓

2. Read and match.

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

Unit 12

Lesson 1

1. Look and match.

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

2. Listen and tick. Then point and say.

1. a 2. b 3. a 4. b

3. Game: Circle and draw lines to match. Then point and say.

1. leaf c 2. lemon d 3. Lucy a 4. lake b

Lesson 2

1. Listen and circle.

1. b 2. b 3. a 4. b

3. Look and write. Then say.

1. Lucy 2. lemons 3. lake 4. leaf

Lesson 3

1. Read and match.

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

2. Read and tick or cross.

1. ✗ 2. ✓ 3. ✓ 4. ✗

Unit 13

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Look at the pictures and write the correct letters. Then point and say.

1. NUTS 2. FISH 3. NOODLES

Lesson 2

1. Listen and circle.

1. a 2. a 3. b 4. b

3. Look and write. Then say.

1. noodles 2. Nick 3. bananas 4. nuts

Lesson 3

1. Read and match.

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

2. Listen and number.

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

Unit 14

Lesson 1

1. Look and match.

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

2. Listen and circle. Then point and say.

1. a 2. b 3. a 4. b

3. Game. Find the differences. Circle and say.

a. a turtle, a teddy bear

b. a top, a tiger

Lesson 2

1. Listen and circle.

1. b 2. a 3. a 4. b

3 Look and write. Then say.

1. top 2. turtle

3. tiger 4. teddy bear

Lesson 3

1. Read and match.

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

2. Look and write. Then read aloud.

1. teddy bear 2. tiger

3. top 4. turtle

Unit 15

Lesson 1

1. Look and match.

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

2. Listen and tick or cross. Then point and say.

1. ✓ 2. ✓ 3. × 4. ✓

3. Game: What's next? Draw and say.

1. football 2. face 3. foot

Lesson 2

1. Listen and circle.

1. a 2. b 3. b 4. a

3. Look and write. Then say.

1. father 2. face 3. foot 4. football

Lesson 3

1. Look, read and tick.

1. a 2. b 3. a

2. Listen and number. Then point and say.

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

Unit 16

Lesson 1

1. Look and match.

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

2. Listen, point and say.

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

3. Game: Circle the words. Then say.

Across: window, bag, hat

Down: water, cake, desk, face, book

Lesson 2

1. Listen and circle.

1. a 2. a 3. b 4. a

3. Look and write. Then say.

1. window 2. Wendy 3. washing 4. water

Lesson 3

1. Read and match.

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

2. Listen and circle. Then point and say.

1. b 2. b 3. a 4. b

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BỘ SÁCH TIẾNG ANH

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