BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 2

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

macmillan education

HOÀNG VĂN VÂN (Tổng Chủ biên)
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NGUYỄN THỊ LAN ANH – ĐỖ THỊ NGỌC HIỀN
NGUYỄN BÍCH THUỶ – NGUYỄN QUỐC TUẤN

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SÁCH GIÁO VIÊN

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



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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INTRODUCTION

Tiếng Anh 2 – Global Success – Sách học sinh is the second 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*. Communication- and topic-based in design, and learner-centred in teaching methodology, it aims to acquaint pupils with basic English language skills, with an emphasis on listening and speaking. It consists of 16 units, four Fun Time sections and four Review units.

I. Unit components

Tiếng Anh 2 – Global Success – Sách học sinh follows a sequence of presentation, practice and production, developing English at a basic level through topic- and task-based learning units, Fun time sections and Review units. All of these are richly illustrated to provide pupils with easy-to-grasp and memorable lessons, as well as an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to pupils' interests, needs, abilities and daily lives. The eight activities in each unit are designed to invoke a sense of familiarity and organised to provide thorough listening, speaking, reading and writing practice.

Each lesson provides material for one teaching period (equal to 30 to 35 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 games, chants, songs, stories and TPR (total physical response) activities aim to facilitate pupils' ability to reproduce the language in a fun and engaging way.

Tiếng Anh 2 – Global Success – Sách học sinh also creates a feeling of familiarity through the recurring appearance of both Vietnamese and English characters, including Ba, Kate, Ken, Phonic Phil and Super Sue.

The following is a brief description of how a unit is organised:

Lesson 1

Lesson 1 acquaints pupils with the context in which the target sound and words are to be learnt. It contains two activities: *Listen and repeat* and *Point and say*.

1. Listen and repeat.

In this activity, a large, colourful picture presents the learning context. The name and sound of the letter/letter combination and the target words are introduced, and pupils are provided with listening and speaking practice.

2. Point and say.

This activity provides controlled practice of the target sound and words presented in Activity 1. Pupils are required to look again at the picture, point to the target letter/letter combination and words, and pronounce them correctly.

Fun corner

Fun corner is an opportunity to supplement Lesson 1 with an exciting and interactive game. It helps to further familiarise pupils with the target words before they move on to Lessons 2 and 3 or reproduce them in a wider context.

Lesson 2

Lesson 2 focuses on phonics and the skills of listening and writing. It contains three activities: *Listen and chant, Listen and tick/circle* and *Look and write./Write and say*.

3. Listen and chant.

In this activity, pupils are presented with a chant that contains the target sound and words, as well as simple sentence structures (pupils may have learnt these structures in Grade 1). The chant is an opportunity for pupils to hear and practise the natural pronunciation, stress, rhythm and intonation of English in a fun and engaging way.

4. Listen and tick/circle.

This activity focuses on improving pupils' listening skills. Pupils are required to look at the pairs of pictures while listening to the recording and demonstrate their understanding by ticking (✓) the correct box or circling the correct letter (*a* or *b*).

5. Look and write./Write and say.

This activity provides writing practice of the target letter/letter combination (lower and, where relevant, upper case). Using visual prompts, pupils are required to identify and complete the target words. Remind pupils to use a pencil (not a pen) to write.

Lesson 3

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

6. Listen and repeat.

This activity focuses on one or two sentence structures, presented in the form of an illustrated dialogue. Pupils are required to listen to the recording and repeat the sentence structure(s) in order to further familiarise themselves with the language.

7. Let's talk.

This activity provides speaking practice with the target sentence structure(s). Using visual prompts, pupils are required to use the sentence structure(s) and, where appropriate, communicate with each other.

8. Let's sing!

In this activity, pupils are presented with a song that contains the target sentence structure(s). The song is an opportunity for pupils to hear and practise the natural pronunciation, stress, rhythm and intonation of English in a fun and engaging way. Having pupils do actions or clap along can make this a TPR activity.

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II. Teaching the unit activities

The following guidelines are for you as teachers when you first start using *Tiếng Anh 2 – Global Success – Sách học sinh*. Feel free to make any adjustments, as you know best what you need to teach and what your pupils need to learn, within your own teaching and learning context.

It is advisable to go through the activities of each unit before teaching them in the classroom. This way, you can familiarise yourself with the material, identify what you need to prepare in advance and decide which activities to conduct.

As mentioned, the teaching and learning of English at Grades 1 and 2 follow the learner-centred approach. To do this, each activity contains four components: *Goal, Input, Procedure* and *Outcome* (G-I-P-O). G-I-P-O is a logical sequence in which the goal of the activity is set, the input (the context and the language) is presented, a step-by-step procedure is followed (through which pupils practise and produce the target language) and the outcome is subsequently achieved. Activity types vary, with pupils carrying them out individually, in pairs, in groups and/or as a whole class. This provides pupils with speaking and writing practice, and the opportunity to develop the ability to interact with each other in English.

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

Goal:

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

Input:

The input is the language (written and/or spoken) and any visual prompts, presented in a particular context, which will enable pupils to complete the activity. Language items should be introduced in a clear and authentic way, and illustrations should be attractive and colourful.

To help pupils understand the context of a particular activity, ask questions such as *Who is in the picture? Where are they?* and *What are they doing?*. You could also use gestures or show related pictures. Use English or Vietnamese flexibly, depending on the language proficiency of the class.

Procedure:

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

Outcome:

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

III. Classroom instructions and expressions

The following are instructions and expressions suitable for use in a Grade 2 classroom:

To praise pupils' work:

That's good/fine!

That's correct/right.

Very good!

Well done!

Excellent!

Brilliant!

Good job!

You've done so well today!

To instruct activities in the classroom:

Answer the question.

Clap your hands.

Close your books.

Complete the word.

Colour the picture(s).

Draw a number. Then ask your friend.

Draw a picture of…

Listen and repeat.

Listen and tick.

Listen and circle.

Listen, point and say.

Look, read and choose. Then say.

Look and match. Then say.

Look and trace. Then say.

Look and write. Then say.

Find and circle the words. 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.

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Put up your hand.

Be quiet, please.

Read and circle.

Read and match.

Read and tick or cross.

Rearrange the letters to make words. Then say.

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.

Write the letter/letter combination(s).

Try again.

Work in pairs/groups./Work with a partner to...

Write and say.

Write the words.

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VỚI CUỘC SỐNG

Unit 1 At my birthday party

Objectives

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

– correctly pronounce the name of the letter *P/p* (/piː/);

– correctly pronounce the sound of the letter *P/p* (/p/) in isolation and in the words *pasta*, *popcorn* and *pizza*;

– say a chant with the sound of the letter *P/p* (/p/), the words *pasta*, *pizza* and *popcorn* and the sentence structure ***I like _____.***

– recognise target words and the sentence structure while listening;

– write the letter *P/p* and complete the words *pizza*, *popcorn* and *pasta*;

– use the sentence structure ***The _____ is yummy.*** to express this feeling about a particular food;

– sing a song with the sentence structures ***I like _____.*** and ***The _____ is yummy.***

LESSON 1 (Period 1)

Warm-up

– Write on the board *Hello, I'm _____!* Say "Hello, I'm _____!" Walk around the class, greeting pupils. Encourage them to answer "Hello, I'm _____!"

– Introduce the topic of the new unit by playing the song "Happy Birthday" and encouraging pupils to sing along.

– Say "Open your books at page 6 and look at Unit 1, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *P/p* and the sound /p/, both in isolation and in the words *pasta*, *popcorn* and *pizza*.

Input: The picture shows a birthday party. Four children are sitting at a table. On the table, there is a birthday cake, a plate of pasta, a bowl of popcorn and a pizza. A boy is blowing out seven candles on the birthday cake.



Pasta, *popcorn* and *pizza* are labelled, with the letter *p* in red.

The sound of the letter *P/p (*/p/*)* is the focus of Unit 1.

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

Step 2: Have pupils point to the letter *P/p* (say "Point to the letter *P*."). Explain that the name of the letter *P/p* is different to its sound (say "Listen. /pi:/ /p/.").

Step 3: Play the recording of the name and sound of the letter *P/p* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the pasta (say "Look at the pasta."). Then have them point to the word *pasta* (say "Point to the word *pasta*."). Draw their attention to the colour of the letter *p* (say "Look at the colour of the letter *p*. It is red.").

Step 5: Play the recording of *pasta* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *popcorn* and *pizza*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *P/p*, *pasta*, *popcorn* and *pizza* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *P/p* and the sound /p/, both in isolation and in the words *pasta, popcorn* and *pizza.*

2. Point and say.

Goal: To correctly identify and pronounce the words *pasta, popcorn* and *pizza.*

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *P/p* and correctly pronounce its name and sound (say "Point to the letter *P*. Say /pi:/. Now say /p/.").

Step 2: Have pupils point to and correctly pronounce the word *pasta* (say "Point to the pasta. Say *pasta*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *popcorn* and *pizza.*

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *pasta, popcorn* and *pizza.*

Fun corner

Kim's Game

Goal: To recognise target words while listening and successfully recall the position of the relevant pictures.

Input: Two sets of flashcards, each of which contains eight cards showing pictures of objects, food, animals, etc. that pupils have learnt. Make sure to include the words pupils have learnt in this lesson.

Procedure: **Step 1:** Divide the class into two teams. Say "You are going to play a memory game."

Step 2: Display both sets of cards face up on the board. Give pupils two minutes to memorise their set.

Step 3: Turn the cards face down on the board. Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils' turn is over, they must put the cards back on the board face down and return to their seats.

Step 4: Play the game. Remember to nominate a pupil from each team before saying the word.

Step 5: Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words.

Outcome: Pupils can recognise target words while listening and successfully recall the position of the relevant pictures.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*P/p*, /p/).

– Show pictures of the words that pupils learnt in Lesson 1 (*pasta, pizza, popcorn*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *P/p*.

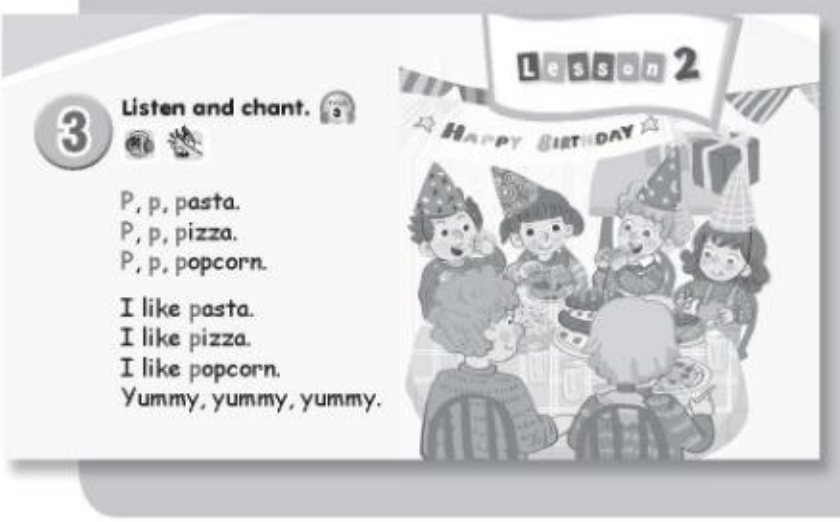
– Say "Open your books at page 7 and look at Unit 1, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *P/p* (/p/), the words *pasta, pizza* and *popcorn* and the sentence structure ***I like _____.***

Input: A chant about food.

The picture shows a birthday party. The children are eating pasta, popcorn and pizza.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the pasta (say "Look at the picture. Point to the pasta.").

Step 2: Say "I like pasta." and encourage pupils to repeat. To reinforce their understanding, use gestures or draw a smiley face on the board.

Step 3: Repeat **Steps 1** and **2** for *pizza* and *popcorn*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *P/p* (/p/), the words *pasta, pizza* and *popcorn*, and the sentence structure ***I like*** _____.

4. Listen and tick.

Goal: To recognise the words *popcorn, pasta* and the sentence structure ***I like*** _____. while listening.



Input: 1. Pictures: (a) a bowl of popcorn and (b) a bowl of noodles.

Audio script: I like popcorn.

2. Pictures: (a) a plate of pasta and (b) a pizza.

Audio script: I like pasta.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "popcorn/noodles/pasta/pizza".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

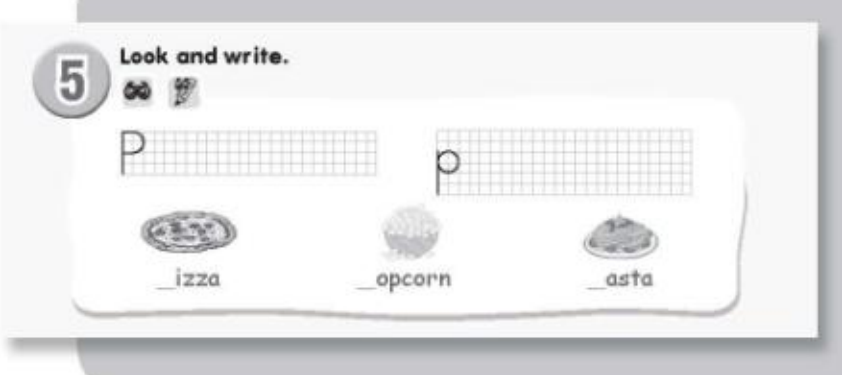
Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. I like popcorn."/"2a. I like pasta." and encourage them to repeat.

Outcome: Pupils can recognise the words *popcorn, pasta* and the sentence structure ***I like*** _____. while listening.

5. Look and write.

Goal: To write the letter *P/p* and complete the words *pizza, popcorn* and *pasta*.

Input: Writing grids for *P* (upper case) and *p* (lower case).



Pictures of pizza, popcorn and pasta, with the labels __*izza*, __*opcorn* and __*asta* for completion.

Procedure: **Step 1:** Write the letter *P* (upper case) on the board and say "P" (/pi:/).

Step 2: Write the letter *P* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *P* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *p* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write.") Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Have pupils look at the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *P/p* and complete the words *pizza, popcorn* and *pasta*.

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of a bowl of popcorn, a pizza or a plate of pasta on the board. Say "I like popcorn/pizza/pasta."

– Have pupils draw the food they like.

– Have pupils work in pairs to talk about the food they like using the sentence structure ***I like*** _____**.**

– Say "Open your books at page 8 and look at Unit 1, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structure ***The*** _____ ***is yummy.*** to express this feeling.



Input: The picture shows a boy eating popcorn.
The boy is saying "The popcorn is yummy."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "The boy likes popcorn. The popcorn is yummy."

Step 2: Have pupils point to the sentence (say "Point to the sentence."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structure ***The*** _____ ***is yummy.*** to express this feeling.

7. Let's talk.



Goal: To use the sentence structure ***The _____ is yummy.*** to express this feeling about a particular food.

Input: There are three pictures showing (a) pasta, (b) pizza, and (c) popcorn, together with the incomplete sentence structure ***The _____ is yummy.***

Procedure: **Step 1:** Write *The popcorn is yummy.* on the board and underline the word *popcorn*. Say "The popcorn is yummy."

Step 2: Erase *popcorn* and replace it with *pasta*. Say "The pasta is yummy."

Step 3: Repeat **Step 2** for *pizza*.

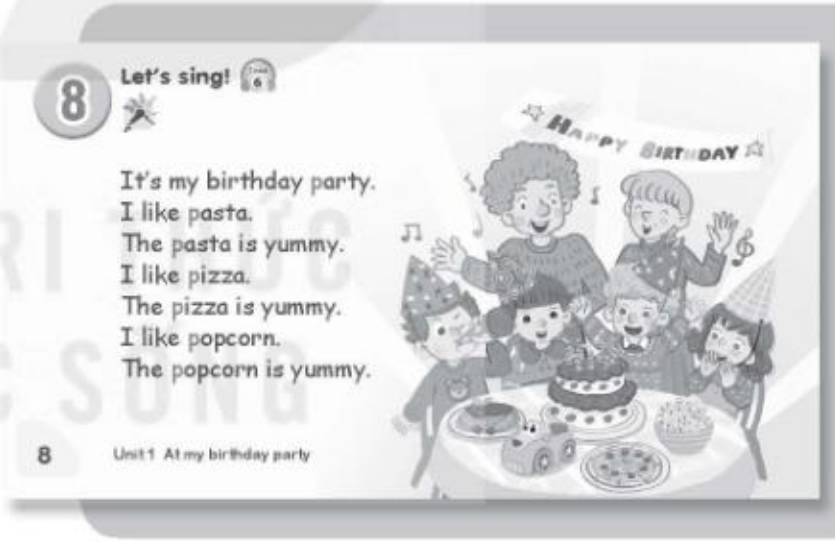
Step 4: Erase *pizza* and leave the incomplete sentence structure ***The _____ is yummy.*** on the board.

Step 5: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "The pasta is yummy." and encourage them to say the full sentence structure. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Step 5** for Pictures b and c.

Outcome: Pupils can use the sentence structure ***The _____ is yummy.*** to express this feeling about a particular food.

8. Let's sing!



Goal: To sing a song with the sentence structures ***I like _____.*** and ***The _____ is yummy.***

Input: A song about a birthday party.

The picture shows a birthday party. The people are singing.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "It's a birthday party."

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***I like _____.*** and ***The _____ is yummy.***

Unit 2 In the backyard

Objectives

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

– correctly pronounce the name of the letter *K/k* (/keɪ/);

– correctly pronounce the sound of the letter *K/k* (/k/) in isolation and in the words *kite*, *bike* and *kitten*;

– say a chant with the sound of the letter *K/k* (/k/), the words *kite*, *bike* and *kitten* and the sentence structure ***He's/She's _____ (verb + –ing).***

– recognise target words and the sentence structure while listening;

– write the letter *K/k* and complete the words *bike*, *kite* and *kitten*;

– use the sentence structures ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer about actions in progress;

– sing a song with the sentence structures ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by asking them to sing the song in Unit 1, Lesson 3, Activity 8. Encourage pupils to do actions or clap in time while singing.

– Introduce the topic of the new unit by showing a picture of a backyard. Ask pupils if they have a backyard at home and, if so, what they like to do there.

– Say "Open your books at page 9 and look at Unit 2, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *K/k* and the sound /k/, both in isolation and in the words *kite*, *bike* and *kitten*.

Input: The picture shows three children playing in the backyard. A girl is flying a kite. A boy is riding a bike. A girl is playing with a kitten.

Kite, *bike* and *kitten* are labelled, with the letter *k* in red.

The sound of the letter *K/k (/k/)* is the focus of Unit 2.

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

Step 2: Have pupils point to the letter *K/k* (say "Point to the letter *K*."). Explain that the name of the letter *K/k* is different to its sound (say "Listen. /keɪ/ /k/.").

Step 3: Play the recording of the name and sound of the letter *K/k* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.



Step 4: Have pupils look at the kite (say "Look at the kite."). Then have them point to the word *kite* (say "Point to the word *kite*."). Draw their attention to the colour of the letter *k* (say "Look at the colour of the letter *k*. It is red.").

Step 5: Play the recording of *kite* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *bike* and *kitten*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *K/k*, *kite, bike* and *kitten* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *K/k* and the sound /k/, both in isolation and in the words *kite, bike* and *kitten*.

2. Point and say.

Goal: To correctly identify and pronounce the words *kite, bike* and *kitten*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter *K/k* and correctly pronounce its name and sound (say "Point to the letter *K*. Say /keɪ/. Now say /k/.").

Step 2: Have pupils point to and correctly pronounce the word *kite* (say "Point to the kite. Say *kite*."). Do this several times, with pupils



repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *bike* and *kitten*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *kite, bike* and *kitten*.

Fun corner

Word Game

Goal: To identify words containing a particular sound.

Input: A set of flashcards (one per team) showing words that contain sounds pupils have learnt in previous lessons.

Procedure: **Step 1:** Divide the class into teams. Give each team one pack of flashcards. Say "You are going to play a word game."

Step 2: Explain that when you pronounce the sound of a letter, e.g. /k/, pupils should look through their pack of flashcards to find a word or words containing that sound, e.g. *kite, bike*. When they have found the correct word(s), they should stick the flashcard(s) on the board. A correct word scores one point.

Step 3: Play the game.

Step 4: Count the points for each team and announce the winner. The team with the most points wins.

Outcome: Pupils can identify words containing a particular sound.

LESSON 2 (Period 2)

Warm-up

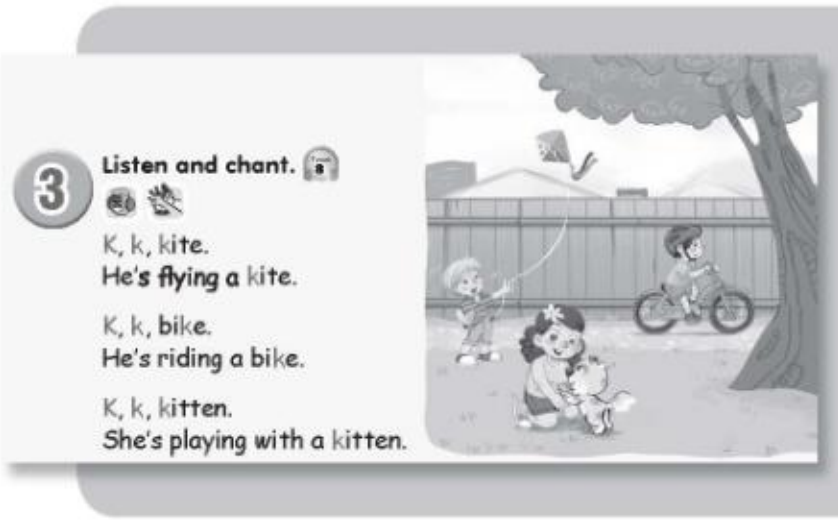
– Ask pupils what letter and sound they learnt in Lesson 1 (*K/k*, /k/).

– Show pictures of the words that pupils learnt in Lesson 1 (*kite, bike, kitten*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *K/k*.

– Say "Open your books at page 10 and look at Unit 2, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *K/k* (/k/), the words *kite, bike* and *kitten* and the sentence structure ***He's/She's*** **_____ (verb + *–ing*).**



Input: A chant about what some children are doing in the backyard.

The picture shows a boy flying a kite, another boy riding a bike and a girl playing with a kitten.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the kite (say "Look at the picture. Point to the kite.").

Step 2: Say "He's flying a kite." and encourage pupils to repeat.

Step 3: Repeat **Steps 1** and **2** for *He's riding a bike.* and *She's playing with a kitten.*

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *K/k* (/k/), the words *kite, bike* and *kitten* and the sentence structure ***He's/She's*** _____ **(verb + *–ing*).**

4. Listen and circle.

Goal: To recognise the words *bike, kitten* and the sentence structure ***I have*** _____. while listening.



Input: 1. Pictures: (a) a kite and (b) a bike.

Audio script: I have a bike.

2. Pictures: (a) a kitten and (b) a puppy.

Audio script: I have a kitten.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "kite/bike/kitten/puppy".

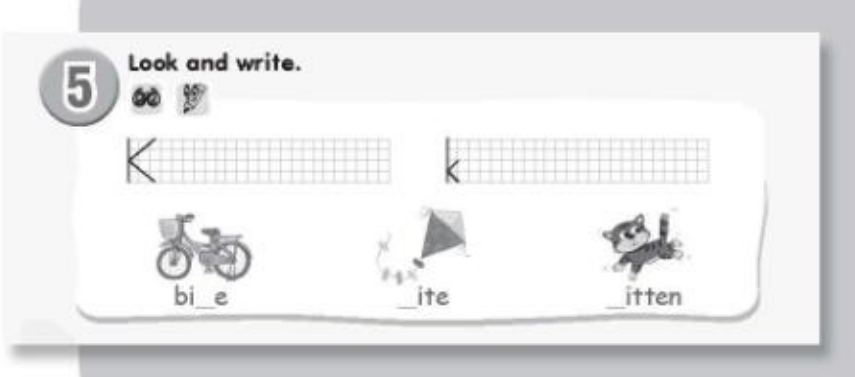
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1b. I have a bike."/"2a. I have a kitten." and encourage them to repeat.

Outcome: Pupils can recognise the words *bike, kitten* and the sentence structure ***I have*** _____. while listening.

5. Look and write.

Goal: To write the letter *K/k* and complete the words *bike, kite* and *kitten*.



Input: Writing grids for *K* (upper case) and *k* (lower case).

Pictures of a bike, a kite and a kitten, with the labels *bi__e, __ite* and *__itten* for completion.

Procedure: **Step 1:** Write the letter *K* (upper case) on the board and say "K" (/keɪ/).

Step 2: Write the letter *K* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *K* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *k* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Have pupils look at the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *K/k* and complete the words *bike, kite* and *kitten*.

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of someone flying a kite, riding a bike and playing with a kitten. Say "He's/She's flying a kite/riding a bike/playing with a kitten."

– Have pupils draw themselves flying a kite, riding a bike or playing with a kitten.

– Have pupils work in pairs to talk about what their partner is doing using the sentence structure ***He's/She's _____ (verb + –ing).***

– Say "Open your books at page 11 and look at Unit 2, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer questions about actions in progress.



Input: Picture a shows a boy and a girl watching a girl flying a kite.

The girl is saying "Is she flying a kite?". The boy is saying "Yes, she is."

The girl is saying "Is she flying a kite?". The boy is saying "Yes, she is."

Picture b shows a boy and a girl watching a boy riding a bike.

The boy is saying "Is he flying a kite?". The girl is saying "No, he isn't."

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Is he/she*** _____ **(verb + *–ing*)?** and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer questions about actions in progress.

7. Let's talk.

Goal: To use the sentence structures ***Is he/she*** _____ **(verb + *–ing*)?** and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer questions about actions in progress.



Input: There are three pictures showing (a) a boy flying a kite, (b) a girl playing with a kitten, and (c) a boy riding a bike, together with the incomplete sentence structures ***Is he/she*** _____ **(verb + *–ing*)?** and ***Yes,*** _____***. / No,*** _____**.**

Procedure: **Step 1:** Write *Is he/she* _____*?* on the board. Underneath the question, write *Yes,* _____. and *No,* _____. Encourage them to complete *Yes,* _____ and *No,* _____. Write them on the board.

Step 2: Have pupils look at Picture a. Say "Is he…?" and encourage them to complete the sentence with "flying a kite".

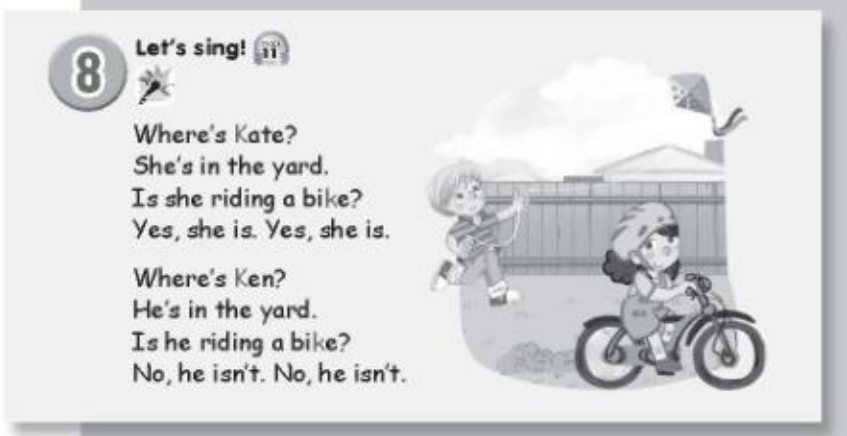
Step 3: Say "Is he flying a kite?" Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying "Yes, he is."

Step 4: Repeat **Steps 2** and **3** for Pictures b and c.

Step 5: Have pupils work in pairs to look at each picture and practise asking and answering questions about the actions in progress. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***Is he/she*** _____ **(verb + *–ing*)?** and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer questions about actions in progress.

8. Let's sing!



Goal: To sing a song with the sentence structures ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.***

Input: A song about what the children are doing in the backyard.

The picture shows a boy flying a kite and a girl riding a bike.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Is she riding a bike?" and encourage pupils to answer "Yes, she is." Say "Is he riding a bike?" and encourage pupils to answer "No, he isn't."

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Is he/she _____*** **(verb + *–ing*)?** and ***Yes, he/she is. / No, he/she isn't.***

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Fun time 1

Fun time 1 is an opportunity for pupils to do some fun activities and games, and to practise speaking English. It is also a chance for them to revise what they learnt in the preceding units. Each *Fun time* section is taught across two lessons:

Lesson	Activity	Objective
1	1	Review target vocabulary.
	2	Play a game to review target vocabulary.
2	3	Revise target sentence structure(s).
	4	Play a game to review target vocabulary.

Objectives

In *Fun time 1*, pupils will:

– correctly identify the words *pizza, kitten, popcorn* and *bike*;

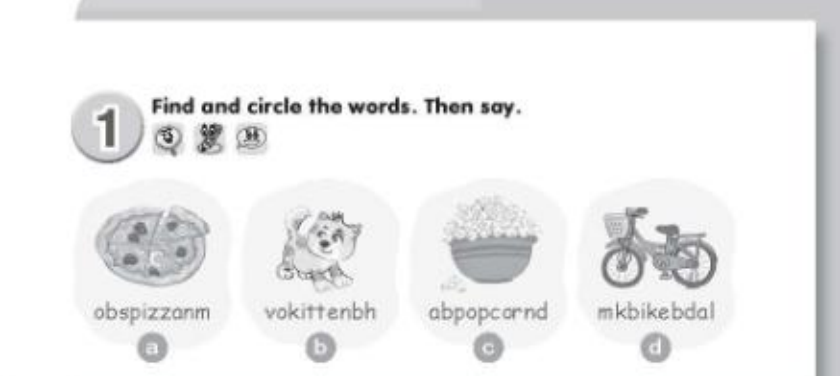
– write the words *pizza, kite, bike* and *pasta* and complete the sentence structures ***The _____ is yummy.***, ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.***;

– recognise the words *pasta, popcorn, pizza, kite, bike* and *kitten* while listening;

– correctly spell and pronounce the words *pasta, popcorn, pizza, kite, bike* and *kitten*.

LESSON 1

1. Find and circle the words. Then say.



Goal: To correctly identify and pronounce the words *pizza, kitten, popcorn* and *bike*.

Input: Four pictures and a set of letters under each picture

Procedure: **Step 1:** Draw pupils' attention to Picture a (say "Look at Picture a.").

Step 2: Elicit the word indicated by the picture. When pupils answer correctly, confirm by saying "pizza" but don't write the word on the board.

Step 3: Repeat **Steps 1** and **2** for Pictures b "kitten", c "popcorn" and d "bike".

Step 4: Draw pupils' attention to the letters under each picture. Have them find the words and circle them (say "Find and circle the words."). Go around the class to offer help, if necessary.

Step 5: Write each set of letters on the board: *obspizzanm, vokittenbh, abpopcornd, mkbikebdal.* Nominate four pupils to come to the front and circle the correct words on the board. Encourage the rest of the class to help them and to check their own answers.

Step 6: Point to each word and encourage pupils to say it both individually and in chorus (say "Say: pizza/kitten/popcorn/bike."). Correct pupils' pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can correctly identify and pronounce the words *pizza, kitten, popcorn* and *bike.*

2. Let's play.

Stand up! Sit down!



Goal: To recognise target words while listening.

Input: A picture of a class playing the game. The teacher is holding a flashcard with the word *pizza.* A pupil is standing.

A set of flashcards showing the words learnt in Units 1 and 2.

Procedure: **Step 1:** Make sure all pupils are sitting down and can see you clearly. Explain that you will hold up a flashcard and say a word. If the flashcard and the word you say are the same, pupils should stand up; if they are not the same, pupils should stay sitting down and call out the correct word.

Step 2: Play the game.

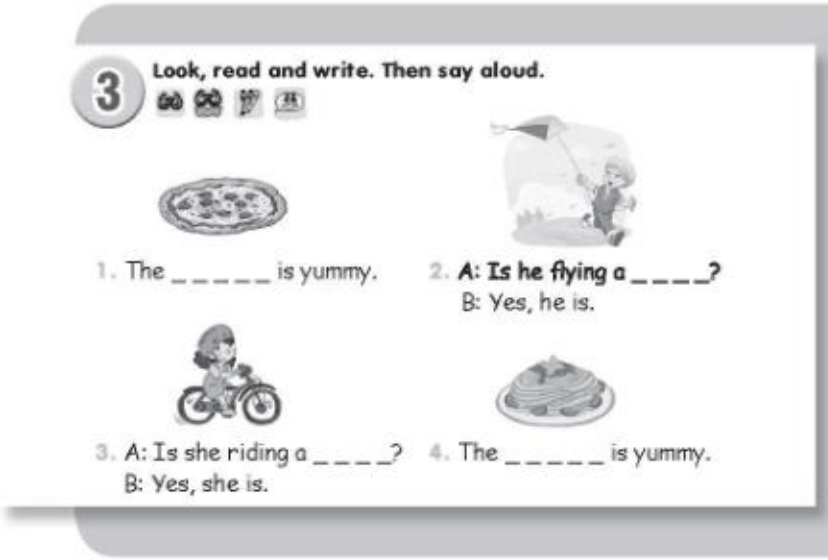
Step 3: When all the flashcards have been used, hold them up again and encourage pupils to say them out loud.

Outcome: Pupils can recognise target words while listening.

LESSON 2

3. Look, read and write. Then say aloud.

Goal: To write the words *pizza, kite, bike* and *pasta* and complete the sentence structures ***The _____ is yummy.***, ***Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.***



Input: Four pictures: (1) a pizza, (2) a boy flying a kite, (3) a girl riding a bike and (4) a plate of pasta. Underneath each picture is a sentence structure with a gap for completion.

Procedure: **Step 1:** Draw pupils' attention to Picture 1 (say "Look at Picture 1.").

Step 2: Write *The _____ is yummy.* on the board. Encourage pupils to read and write the word to complete the sentence structure (say "Read and write."). Go around the class to offer help, if necessary.

Step 3: Repeat **Steps 1** and **2** for other pictures.

Step 4: Have pupils say the completed sentences aloud (say "Now say."). Do this several times, with pupils saying the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can write the words *pizza, kite, bike* and *pasta* and complete the sentence structures ***The _____ is yummy., Is he/she _____ (verb + –ing)?*** and ***Yes, he/she is. / No, he/she isn't.***

4. Let's play.

Spelling chain



Goal: To correctly spell and pronounce the words *pasta, popcorn, pizza, kite, bike* and *kitten*.

Input: A picture of a class playing the game. The teacher is holding a flashcard with a picture of a kitten and the label *k_____*.

Procedure: **Step 1:** Divide the class into two teams. Have each team stand in a circle, so that they can clearly see each other.

Step 2: Explain that you will give a pupil in one of the teams a flashcard. On the flashcard is a picture and the first letter of a word. When the pupil holds up the flashcard, the rest of the team must work together to spell the word. Team members should take it in turns to say a letter each, moving in a clockwise direction from the pupil with the flashcard. When the word has been spelled correctly, all pupils in the team should say the word aloud. A correctly spelled and pronounced word scores one point. It is then the other team's turn.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can correctly spell and pronounce the words *pasta, popcorn, pizza, kite, bike* and *kitten*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 3 At the seaside

Objectives

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

– correctly pronounce the name of the letter *S/s* (/es/);

– correctly pronounce the sound of the letter *S/s* (/s/) in isolation and in the words *sail*, *sand* and *sea*;

– say a chant with the sound of the letter *S/s* (/s/), the words *sea*, *sail* and *sand* and the sentence structure ***I can see the _____.***

– recognise target words and the sentence structure while listening;

– write the letter *S/s* and complete the words *sea*, *sail* and *sand*;

– use the sentence structure ***Let's look at the _____!*** to suggest doing something;

– sing a song with the sentence structure ***Let's look at the _____!***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by having pupils work in pairs to look at the picture in Unit 2, Lesson 3, Activity 8 and ask and answer questions about the actions in progress.

– Introduce the topic of the new unit by showing some pictures of the seaside. Find out if pupils have been to the seaside and, if so, what they did there and what they liked most about it.

– Say "Open your books at page 14 and look at Unit 3, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *S/s* and the sound /s/, both in isolation and in the words *sail*, *sand* and *sea*.

Input: The picture shows the seaside. The sun is shining. A father, son and daughter are sailing on the sea. The father is controlling the sail. The son is fishing. The daughter is looking at the sand on the beach.



Sail, *sand* and *sea* are labelled, with the letter *s* in red.

The sound of the letter *S/s (/s/)* is the focus of Unit 3.

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

Step 2: Have pupils point to the letter *S/s* (say "Point to the letter *S*."). Explain that the name of the letter *S/s* is different to its sound (say "Listen. /es/ /s/.").

Step 3: Play the recording of the name and sound of the letter *S/s* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the sail (say "Look at the sail."). Then have them point to the word *sail* (say "Point to the word *sail*."). Draw their attention to the colour of the letter *s* (say "Look at the colour of the letter *s*. It is red.").

Step 5: Play the recording of *sail* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *sand* and *sea*.

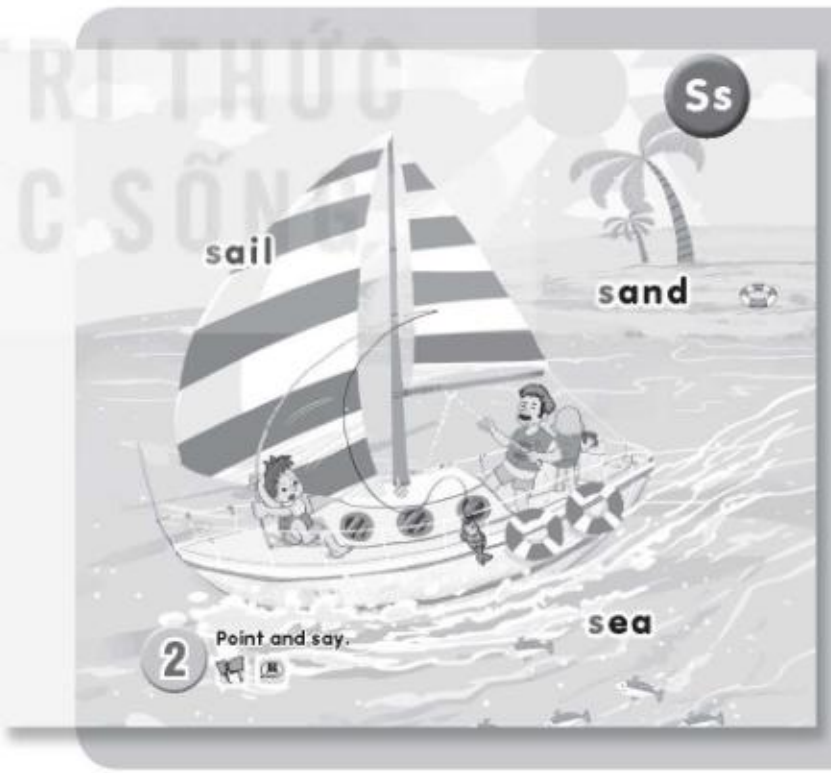
Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *S/s*, *sail*, *sand* and *sea* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *S/s* and the sound /s/, both in isolation and in the words *sail, sand* and *sea*.

2. Point and say.

Goal: To correctly identify and pronounce the words *sail, sand* and *sea*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *S/s* and correctly pronounce its name and sound (say "Point to the letter *S*. Say /es/. Now say /s/.").

Step 2: Have pupils point to and correctly pronounce the word *sail* (say "Point to the sail. Say *sail*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *sand* and *sea*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *sail, sand* and *sea*.

Fun corner

Pelmanism

Goal: To match and successfully recall the position of target words and pictures.

Input: A set of flashcards (per team), half of which show a target word and half of which show the corresponding picture.

Procedure: **Step 1:** Divide the class into small teams. Give each team two sets of flashcards. Say "You are going to play Pelmanism."

Step 2: Instruct pupils to shuffle their flashcards and then place them face down on the desk.

Step 3: Explain that team members should take it in turns to turn over two cards. Do the word and the picture match? If they do match, the team member scores one point. If they do not match, the team member should turn both cards face down again.

Step 4: Play the game. The first team to match all the words and pictures wins.

Outcome: Pupils can match and successfully recall the position of words and pictures.

LESSON 2 (Period 2)

Warm-up
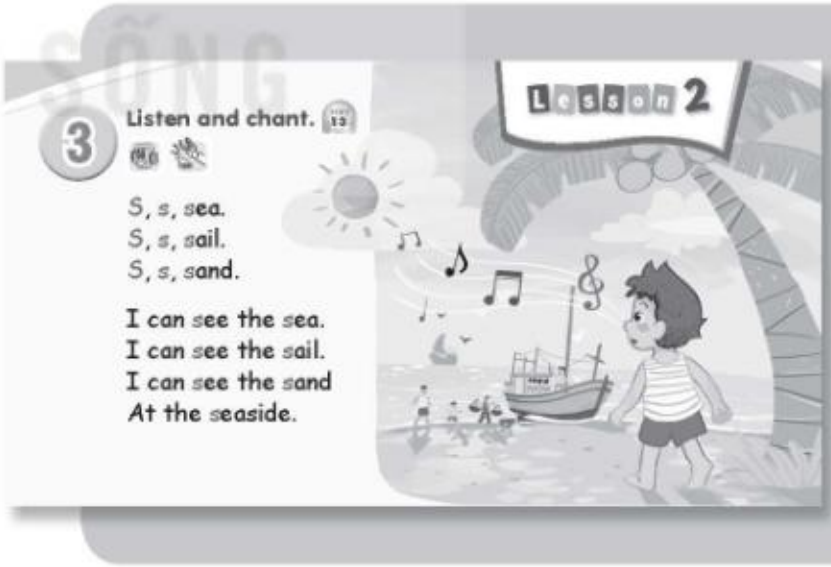
– Ask pupils what letter and sound they learnt in Lesson 1 (*S/s*, /s/).

– Show pictures of the words that pupils learnt in Lesson 1 (*sail, sand, sea*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *S/s*.

– Say "Open your books at page 15 and look at Unit 3, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *S/s* (/s/), the words *sea, sail* and *sand* and the sentence structure ***I can see the _____.***



Input: A chant about the seaside.

The picture shows a boy at the seaside. He's looking at the sea, the sail and the sand.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the sail (say "Look at the picture. Point to the sail.").

Step 2: Say "I can see the sail." and encourage pupils to repeat. To reinforce their understanding, use gestures.

Step 3: Repeat **Steps 1** and **2** for *sand* and *sea*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *S/s* (/s/), the words *sea, sail* and *sand* and the sentence structure ***I can see the*** _____.

4. Listen and tick.



Goal: To recognise the words *sail, sand* and the sentence structure ***I can see*** _____. while listening.

Input: 1. Pictures: (a) a sail and (b) the sun.

Audio script: I can see the sail.

2. Pictures: (a) the sea and (b) the sand.

Audio script: I can see the sand.

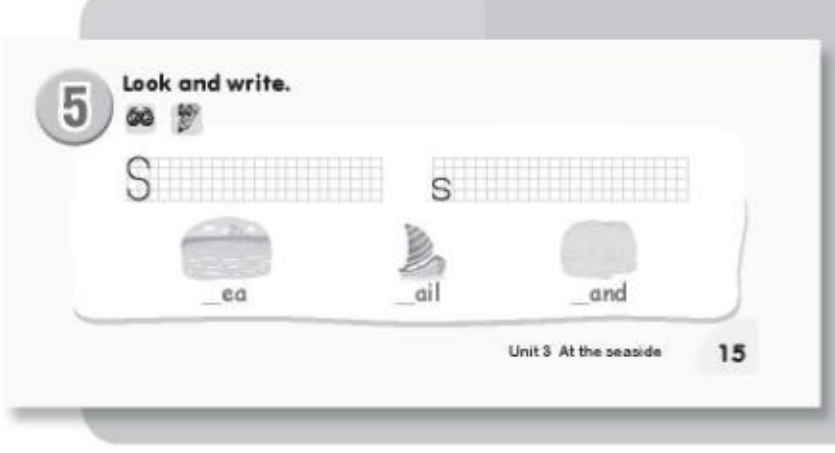
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "sail/sun/sea/sand".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. I can see the sail."/"2b. I can see the sand." and encourage them to repeat.

Outcome: Pupils can recognise the words *sail, sand* and the sentence structure ***I can see*** _____. while listening.

5. Look and write.



Goal: To write the letter *S/s* and complete the words *sea, sail* and *sand*.

Input: Writing grids for *S* (upper case) and *s* (lower case).

Pictures of the sea, a sail and the sand, with the labels *__ea, __ail* and *__and* for completion.

Procedure: **Step 1:** Write the letter *S* (upper case) on the board and say "S" (/es/).

Step 2: Write the letter *S* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *S* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *s* (lower case).

Step 4: Have pupils look at the writing grids. Say "Look and write." Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Have pupils look at the pictures and labels. Say "Look and write." Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *S/s* and complete the words *sea, sail* and *sand*.

LESSON 3 (Period 3)

Warm-up

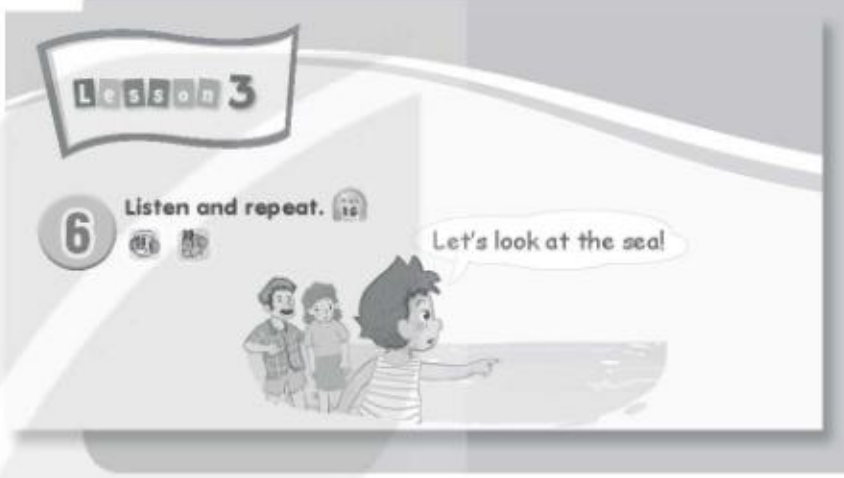
- Have pupils make up a chant based on the chant in Lesson 2 by completing the sentence "I can see the _____ in the classroom." Encourage them to identify things in the classroom that begin with the letter *S/s*.
- Say "Open your books at page 16 and look at Unit 3, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structure ***Let's look at the _____!*** to suggest doing something.

Input: The picture shows a boy and his parents at the seaside.

The boy is saying "Let's look at the sea!"



Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "I can see the sea. Let's look at the sea!"

Step 2: Have pupils point to the sentence (say "Point to the sentence."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structure ***Let's look at the _____!*** to suggest doing something.

7. Let's talk.

Goal: To use the sentence structure ***Let's look at the _____!*** to suggest doing something.

Input: There are three pictures showing (a) the sea, (b) a sail, and (c) the sand, together with the incomplete sentence structure ***Let's _____!***



Procedure: **Step 1:** Write *Let's look at the sea!* on the board and underline the phrase *look at the sea*. Say "Let's look at the sea!"

Step 2: Erase look at the sea and replace it with look at the sail. Say "Let's look at the sail!"

Step 3: Repeat **Step 2** for *look at the sand.*

Step 4: Erase *look at the sand* and leave the incomplete sentence structure ***Let's*** _____***!*** on the board.

Step 5: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Let's look at the sea!" and encourage them to repeat the full sentence structure. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Step 5** for Pictures b and c.

Outcome: Pupils can use the sentence structure ***Let's look at the*** _____***!*** to suggest doing something.

8. Let's sing!

Goal: To sing a song with the sentence structure ***Let's look at the*** _____***!***

Input: A song about the seaside.

The picture shows a boy and a girl at the seaside. The boy is pointing at the sail of a boat.



Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "I can see the _____." and encourage them to complete the sentence with the things they can see.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

If the words *Saturday* and *Sunday* are new for pupils, you may wish to introduce the days of the week after reading the first line of the song (*It's Saturday.*). To do this, draw a simple calendar on the board. Write the current day in the appropriate position, e.g. *Wednesday*, and say "It's Wednesday.". Encourage pupils to name any other days of the week that they already know and write each correct answer in the appropriate position. If there are any gaps, write the days of the week and model them for pupils to repeat.

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structure ***Let's look at the*** _____***!***

Unit 4 In the countryside

Objectives

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

– correctly pronounce the name of the letter *R/r* (/ɑ:(r)/);

– correctly pronounce the sound of the letter *R/r* (/r/) in isolation and in the words *rainbow*, *river* and *road*;

– say a chant with the sound of the letter *R/r* (/r/), the words *road*, *river* and *rainbow* and the sentence structure ***There's a _____.***

– recognise target words and the sentence structure while listening;

– write the letter *R/r* and complete the words *road*, *river* and *rainbow*;

– use the sentence structures ***What can you see?*** and ***I can see a _____.*** to describe features of a scene.

– sing a song with the sentence structures ***What can you see?*** and ***I can see a _____.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by playing a short vocabulary game such as *Matching game* or *Slap the board.*

– Introduce the topic of the new unit by showing a picture of the countryside. Find out if pupils live or have been to the countryside. What did they do? What did they see?

– Say "Open your books at page 17 and look at Unit 4, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *R/r* and the sound /r/, both in isolation and in the words *rainbow*, *river* and *road*.

Input: The picture shows the countryside. There is a rainbow, a river and a road. On the road, there is a woman riding a moped and a girl riding a bike.

Rainbow, *river* and *road* are labelled, with the letter *r* in red.



The sound of the letter *R/r* (/r/) is the focus of Unit 4.

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

Step 2: Have pupils point to the letter *R/r* (say "Point to the letter *R*."). Explain that the name of the letter *R/r* is different to its sound (say "Listen. /ɑ:(r)/ /r/.").

Step 3: Play the recording of the name and sound of the letter *R/r* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the rainbow (say "Look at the rainbow."). Then have them point to the word *rainbow* (say "Point to the word *rainbow*."). Draw their attention to the colour of the letter *r* (say "Look at the colour of the letter *r*. It is red.").

Step 5: Play the recording of *rainbow* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *river* and *road*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *R/r*, *rainbow*, *river* and *road* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *R/r* and the sound /r/, both in isolation and in the words *rainbow*, *river* and *road*.

2. Point and say.

Goal: To correctly identify and pronounce the words *rainbow*, *river* and *road*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *R/r* and correctly pronounce its name and sound (say "Point to the letter *R*. Say /ɑ:(r)/. Now say /r/.").

Step 2: Have pupils point to and correctly pronounce the word *rainbow* (say "Point to the rainbow. Say *rainbow*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *river* and *road*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *rainbow*, *river* and *road*.

Fun corner

Board race

Goal: To match the beginnings and endings of target words as quickly as possible.

Input: A set of flashcards (per team), half of which show the beginnings of words and half of which show the endings, e.g. RAIN – BOW, RO – AD, RI – VER, POP – CORN, KIT – TEN, SA – ND.

Procedure: **Step 1:** Divide the class into teams (the number of teams will depend on the number of words, as each pupil should be holding a different beginning or ending). Give each team a set of flashcards and tell them to share them out so that each pupil has one card. Say "You are going to play Board race."

Step 2: Tell each team to stand in a circle and hold up their flashcards, so that they can all see what is written on them.

Step 3: Explain that when you call out a word, e.g. *rainbow,* the two pupils who are holding the beginning and ending of the word must find each other, run to the board and stick the flashcards in the correct order. The fastest pair wins one point.

Step 4: Play the game. The team with the most points wins.

Outcome: Pupils can quickly match the beginnings and endings of target words.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*R/r*, /r/).

– Show pictures of the words that pupils learnt in Lesson 1 (*rainbow*, *river*, *road*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *R/r*.

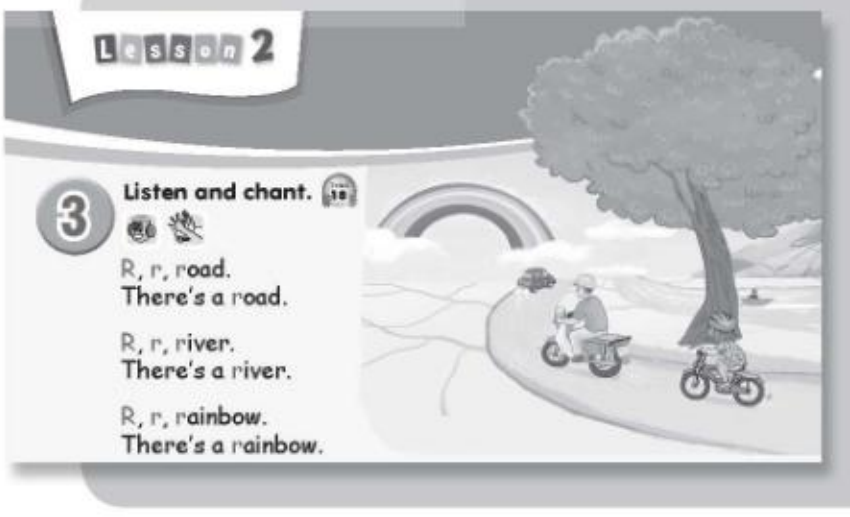
– Say "Open your books at page 18 and look at Unit 4, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *R/r* (/r/), the words *road*, *river* and *rainbow* and the sentence structure ***There's a _____.***

Input: A chant about the countryside.

The picture shows a road through the countryside. Beside the road, there is a river. In the sky, there is a rainbow.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the road (say "Look at the picture. Point to the road.").

Step 2: Say "There's a road." and encourage pupils to repeat.

Step 3: Repeat **Steps 1** and **2** for *river* and *rainbow*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *R/r* (/r/), the words *road*, *river* and *rainbow* and the sentence structure ***There's a _____.***

4. Listen and circle.

Goal: To recognise the words *river*, *road* and the sentence structure ***There's a _____.*** while listening.



Input:

1. Pictures: (a) a river and (b) a rainbow.

   Audio script: There's a river.

2. Pictures: (a) a lake and (b) a road.

   Audio script: There's a road.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "river/rainbow/lake/road".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. There's a river."/ "2b. There's a road." and encourage them to repeat.

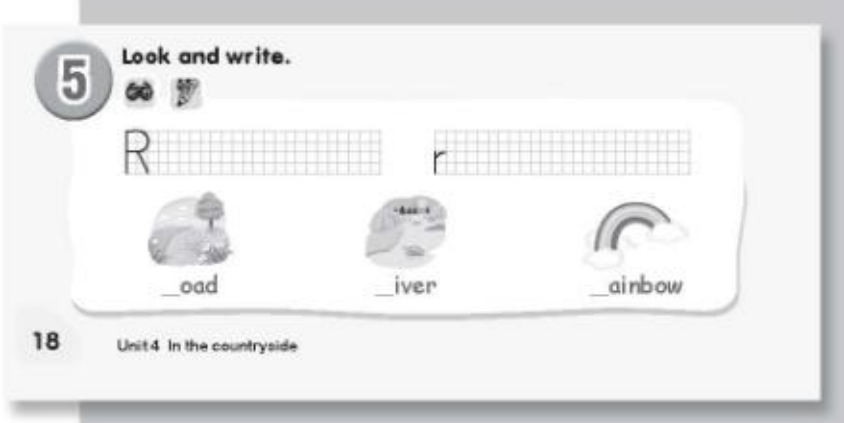
Outcome: Pupils can recognise the words *river*, *road* and the sentence structure ***There's a _____.*** while listening.

5. Look and write.

Goal: To write the letter *R/r* and complete the words *road*, *river* and *rainbow*.

Input: Writing grids for *R* (upper case) and *r* (lower case).

Pictures of a road, a river and a rainbow, with the labels *__oad*, *__iver* and *__ainbow* for completion.



Procedure: **Step 1:** Write the letter *R* (upper case) on the board and say "R" (/ɑ:(r)/).

Step 2: Write the letter *R* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *R* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *r* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Have pupils look at the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *R/r* and complete the words *road*, *river* and *rainbow*.

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of a rainbow, a river and a road. Say "There's a _____." and encourage pupils to complete the sentence with rainbow/river/road.

– Say "Open your books at page 19 and look at Unit 4, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***What can you see?*** and ***I can see a _____.*** to describe features of a scene.



Input: The picture shows a boy and a girl looking at a rainbow.

The girl is saying "What can you see?"

The boy is saying "I can see a rainbow."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "There's a rainbow. I can see a rainbow."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***What can you see?*** and ***I can see a _____.*** to describe features of a scene.

7. Let's talk.



Goal: To use the sentence structures ***What can you see?*** and ***I can see a _____.*** to describe features of a scene.

Input: There are three pictures showing (a) a road, (b) a rainbow, and (c) a river, together with the incomplete sentence structures ***What can you see?*** and ***I _____.***

Procedure: **Step 1:** Write *What can you see? I can see a rainbow.* on the board and underline the phrase *can see a rainbow*. Have two pupils model the question and answer for the class.

Step 2: Erase *can see a rainbow* and replace it with *can see a road*. Nominate another two pupils to model the question and answer for the class.

Step 3: Repeat **Step 2** for *can see a river*.

Step 4: Erase *can see a river* and leave the incomplete sentence structures ***What can you see?*** and ***I _____.*** on the board.

Step 5: Draw pupils' attention to Picture a (say "Look at Picture a."). Divide the class into two groups and encourage them to take turns asking and answering ***What can you see? – I can see a road.*** Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Step 5** for Pictures b and c.

Outcome: Pupils can use the sentence structures ***What can you see?*** and ***I can see a _____.*** to describe features of a scene.

8. Let's sing!



Goal: To sing a song with the sentence structures ***What can you see?*** and ***I can see a _____.***

Input: A song about the countryside.

The picture shows a road, a river and a rainbow.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What can you see?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***What can you see?*** and ***I can see a _____.***

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Review 1

Objectives

In *Review 1*, pupils will:
– review the names and sounds of the letters *P/p, K/k, S/s* and *R/r*;
– review target words and sentence structures;
– practise all four skills (reading, writing, listening, speaking).

Phonics: the sound of the letter *P/p* (/p/)
the sound of the letter *K/k* (/k/)
the sound of the letter *S/s* (/s/)
the sound of the letter *R/r* (/r/)

Vocabulary: *pasta, popcorn, pizza*
kite, bike, kitten
sail, sand, sea
rainbow, river, road

Sentence structures:
The _____ is yummy. to express this feeling about a particular food.
Is he/she _____ (verb + –ing)? and ***Yes, he/she is. / No, he/she isn't.*** to ask and answer questions about actions in progress.
Let's look at the _____! to suggest doing something.
What can you see? and ***I can see a _____.*** to describe features of a scene.

PHIL AND SUE

Warm-up

– Refresh pupils' memory of Units 1 to 4 topics by showing pictures of a birthday party, a backyard, the seaside and the countryside. Encourage pupils to use the words and sentence structures that they learnt.
– Say "Open your books at page 20 and look at Review 1, Phil and Sue."

1. Listen and read.

Goal: To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

Input: There are four pictures in the story.

Picture (1) shows Sue flying over the countryside. She sees Ba flying a kite. Sue is saying "Look! Ba's flying a kite!"



Picture (2) shows Phil at the window of Ken's house. Ken is eating a pizza. Phil is saying "Look! Ken's having a big pizza!"

Picture (3) shows Sue looking out of a window at Kate playing with a kitten. Sue is saying "Look! Kate's playing with a kitten!"

Picture (4) shows Phil and Sue flying over the sea. There is a rainbow. Phil is saying "Let's look at the sea!" Sue is saying "What can you see?" Phil is saying "I can see a rainbow."

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures."). Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils point to Picture 1 (say "Point to Picture 1."). Play the recording for Picture 1 and encourage pupils to repeat (say "Listen and repeat.").

Step 3: Repeat **Step 2** for Pictures 2, 3 and 4.

Step 4: Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils' pronunciation, if necessary.

Step 5: Invite a few pairs to act out the story for the class.

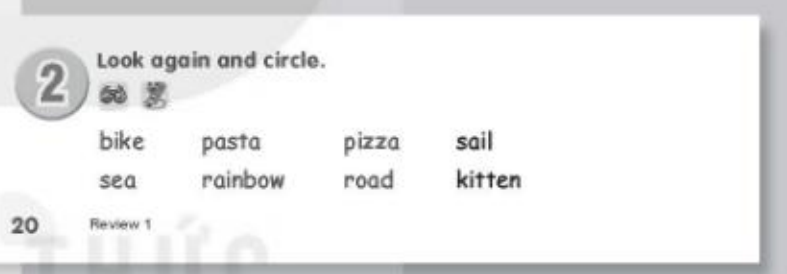
Extra activity: For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.

Outcome: Pupils can correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

2. Look again and circle.

Goal: To correctly identify target words from the story.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to and say the word *bike* (say "Point to the word *bike*. Say *bike*.").

Step 2: Have pupils look again at the story and try to find a bike in one of the pictures (say "Look again. Is there a bike in the story?"). If there is a bike, pupils should circle the word/picture; if not, then they do not need to circle the word/picture.

Step 3: Repeat **Steps 1** and **2** for *pasta, pizza, sail, sea, rainbow, road* and *kitten*.

[**Answers:** *pizza, rainbow, sea, kitten*]

Outcome: Pupils can correctly identify target words from the story.

SELF-CHECK

1. Listen and tick.

Goal: To recognise target words while listening.

Input: 1. Pictures: (a) river and (b) road.

Audio script: river



2. Pictures: (a) pizza and (b) pasta.

Audio script: pasta

3. Pictures: (a) sea and (b) sand.

Audio script: sea

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "river/road/pizza/pasta/sea/sand".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick"). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. river"/"2b. pasta"/"3a. sea" and encourage them to repeat.

Outcome: Pupils can recognise target words while listening.

2. Listen and circle.

Goal: To recognise the sounds of letters while listening.

Input: Four pairs of letters:

1. *s* and *r*
2. *r* and *p*
3. *p* and *k*
4. *s* and *k*

Audio script: 1. s, 2. r, 3. p, 4. k



Procedure: **Step 1:** Have pupils look at the letters and say the sounds (say "Point and say."). When pupils answer correctly, confirm by saying the sounds.

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answer to Question 1 by asking "/s/ or /r/?". When pupils answer correctly, confirm by saying "/s/" and encourage them to repeat.

Step 4: Repeat **Step 3** for Questions 2, 3 and 4.

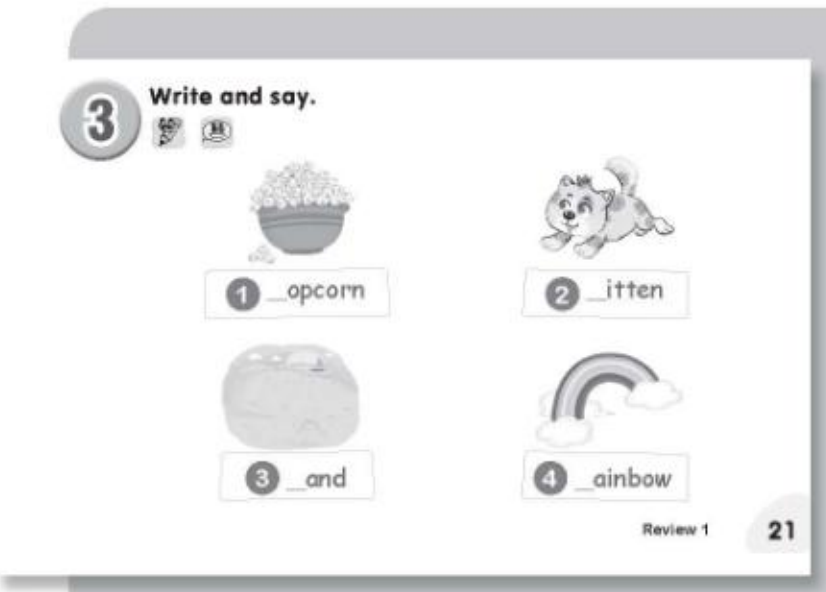
Outcome: Pupils can recognise the sounds of letters while listening.

3. Write and say.

Goal: To write the letters *p*, *k*, *s* and *r* to complete target words.

Input: Pictures of popcorn, a kitten, sand and a rainbow, with the labels *__opcorn*, *__itten*, *__and* and *__ainbow* for completion.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "popcorn/kitten/sand/rainbow".



Step 2: Have pupils write the letters to complete the words (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 3: Have pupils say the words (say "Now say.").

Outcome: Pupils can write the letters *p*, *k*, *s* and *r* to complete target words.

4. Read and tick.

Goal: To correctly identify and pronounce target words and sentence structures.

Input: There are three questions, each containing one or more sentence structures and a pair of pictures.



Procedure: **Step 1:** Have pupils read and say the sentence structure in Question 1 ***Let's look at the river!*** (say "Read and say.").

Step 2: Have pupils look at the pictures underneath the sentence structure and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "sand/river".

Step 3: Say "Read and tick." and allow pupils time to complete the activity.

Step 4: Check answers by saying "a or b?" When pupils answer correctly, confirm by saying "b. Let's look at the river!" and encourage them to repeat.

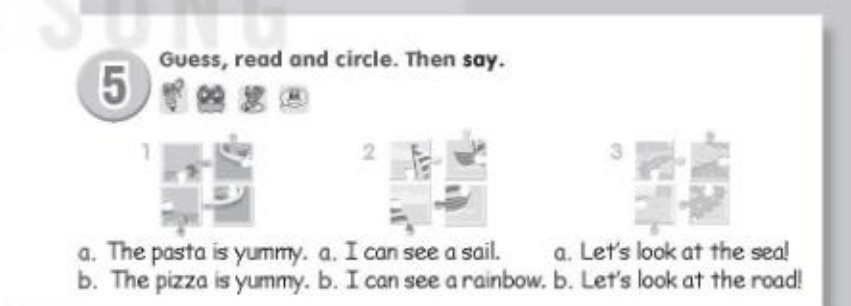
Step 5: Repeat **Steps 1** to **4** for the sentence structures in Question 2 ***Is she flying a kite? – Yes, she is.*** and Question 3 ***I can see a road.***

Outcome: Pupils correctly identify and pronounce target words and sentence structures.

5. Guess, read and circle. Then say.

Goal: To correctly identify and pronounce the target words and sentence structures.

Input: There are three pictures set as jigsaw puzzles, showing (1) the pasta, (2) a sail, and (3) a road, with two sentences under each picture.



Procedure: **Step 1:** Draw pupils' attention to Picture 1 and encourage them to guess what is in the picture (say "Look at Picture 1. Guess what it is.").

Step 2: Have pupils read the two sentences underneath Picture 1 (say "Look at and read the sentences.").

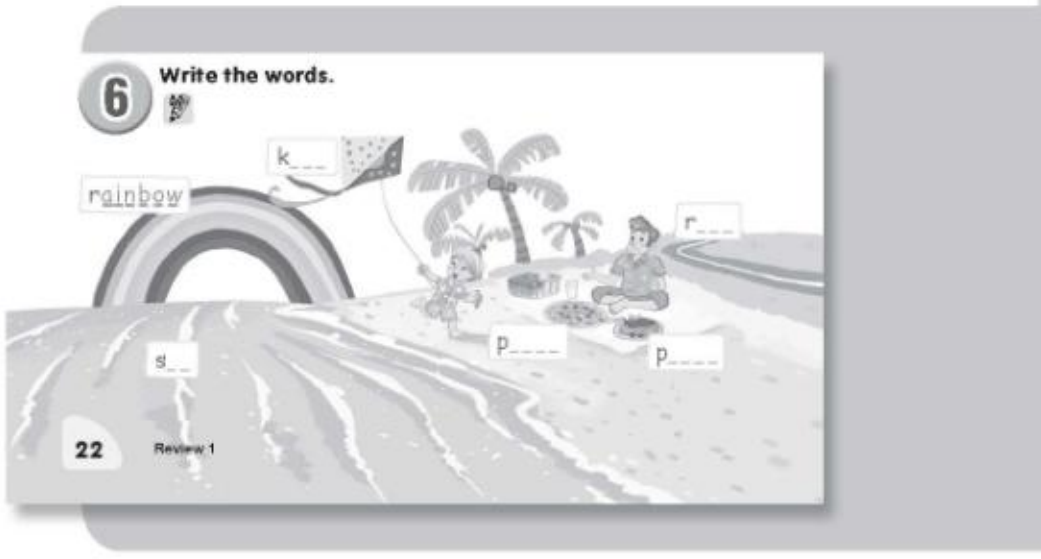
Step 3: Say "Circle the correct sentence." and allow pupils time to complete the activity.

Step 4: Check answers by saying "a or b?" When pupils answer correctly, confirm by saying "a. The pasta is yummy." and encourage them to repeat.

Step 5: Repeat **Steps 1** to **4** for Picture 2 ***I can see a sail.*** and Picture 3 ***Let's look at the road!***

Outcome: Pupils can correctly identify and pronounce target words and sentence structures.

6. Write the words.



Goal: To correctly spell and complete target words.

Input: The picture shows the seaside. A father and a son are sitting on a blanket on the sand. There is a pizza and a plate of pasta on the blanket. The son is flying a kite. Over the sea, there is a rainbow. There is a road beyond the beach.

The words *rainbow*, *kite*, *sea*, *pizza*, *pasta* and *road* are labelled for completion. *Rainbow* is given as an example.

Procedure: **Step 1:** Have pupils look at and describe the picture using the words they have learnt.

Step 2: Write *k_ _ _* on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying "kite" and encouraging them to repeat.

Step 3: Repeat **Step 2** for *sea (s_ _), pizza (p_ _ _ _), pasta (p_ _ _ _)* and *road (r_ _ _)*.

Step 4: Say "Write the words." and allow pupils time to complete the activity.

Step 5: Check answers by inviting five pupils to come to the front and complete the words *kite, sea, pizza, pasta* and *road* on the board.

Outcome: Pupils can correctly spell and complete target words.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 5 In the classroom

Objective

By the end of the unit, pupils will be able to:
– correctly pronounce the name of the letter *Q/q* /kju:/;
– correctly pronounce the sound of the letter *Q/q* (/k/) in isolation and in the words *question*, *square* and *quiz*;
– say a chant with the sound of the letter *Q/q* (/k/), the words *square, question* and *quiz* and the sentence structure ***He's/She's _____* (verb + *–ing*).**
– recognise target words and the sentence structure while listening;
– write the letter *Q/q* and complete the words *square, quiz* and *question*;
– use the sentence structures ***What's he/she doing?*** and ***He's/She's _____* (verb + *–ing*).** to ask and answer questions about what someone is doing;
– sing a song with the sentence structures ***What's he/she doing?*** and ***He's/She's _____* (verb + *–ing*).**

LESSON 1 (Period 1)

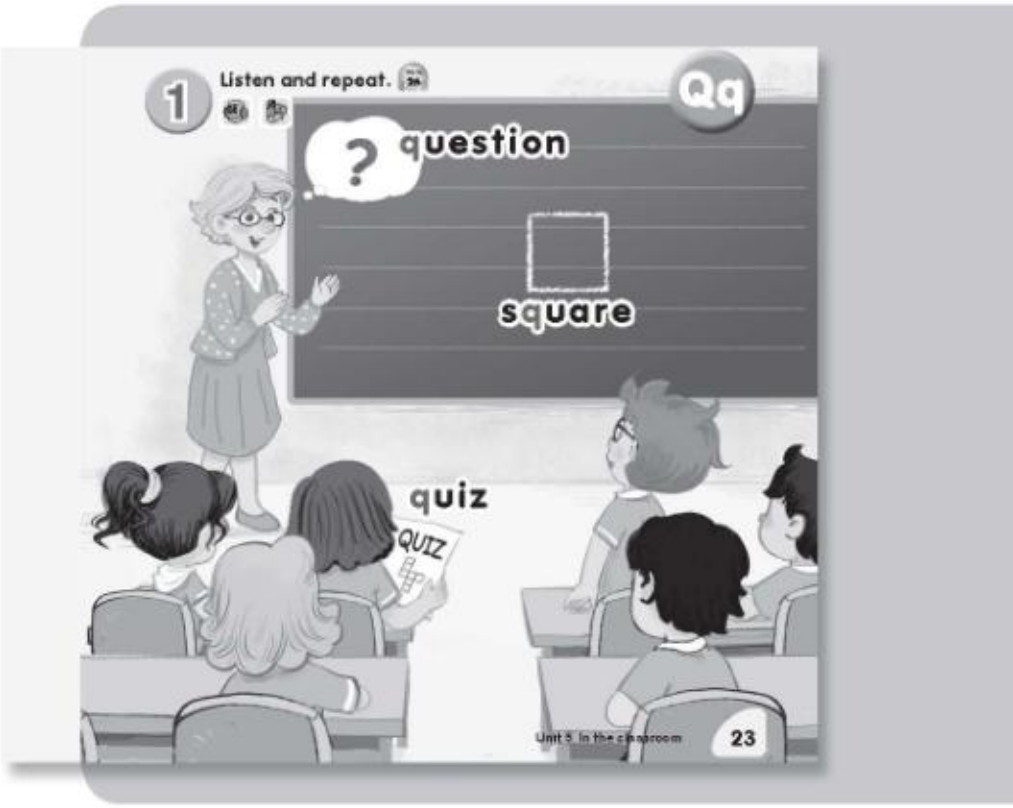
Warm-up

– Refresh pupils' memory of the previous unit by showing pictures of the words they learnt.
– Have pupils sing the song *In the classroom* (to the tune of *Oh my darling, Clementine*) to revise topic-related words.
In the classroom, in the classroom
There's a blackboard on the wall
There's a table, there's a window
In the classroom where we learn.
– Say "Open your books at page 23 and look at Unit 5, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *Q/q* and the sound /k/, both in isolation and in the words *question*, *square* and *quiz*.

Input: The picture shows a classroom. The teacher is asking a question. On the board, there is a square. One of the pupils is doing a quiz.



Question, *square* and *quiz* are labelled, with the letter *q* in red.

The sound of the letter *Q/q* (/k/) is the focus of Unit 5.

Note that the letter *Q/q* is usually followed by the letter *u*, which makes the /kw/ sound heard in the target words.

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

Step 2: Have pupils point to the letter *Q/q* (say "Point to the letter *Q*."). Explain that the name of the letter *Q/q* is different to its sound (say "Listen. /kju:/ /k/.").

Step 3: Play the recording of the name and sound of the letter *Q/q* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the question mark (say "Look at the question mark."). Then have them point to the word *question* (say "Point to the word *question*."). Draw their attention to the colour of the letter *q* (say "Look at the colour of the letter *q*. It is red.").

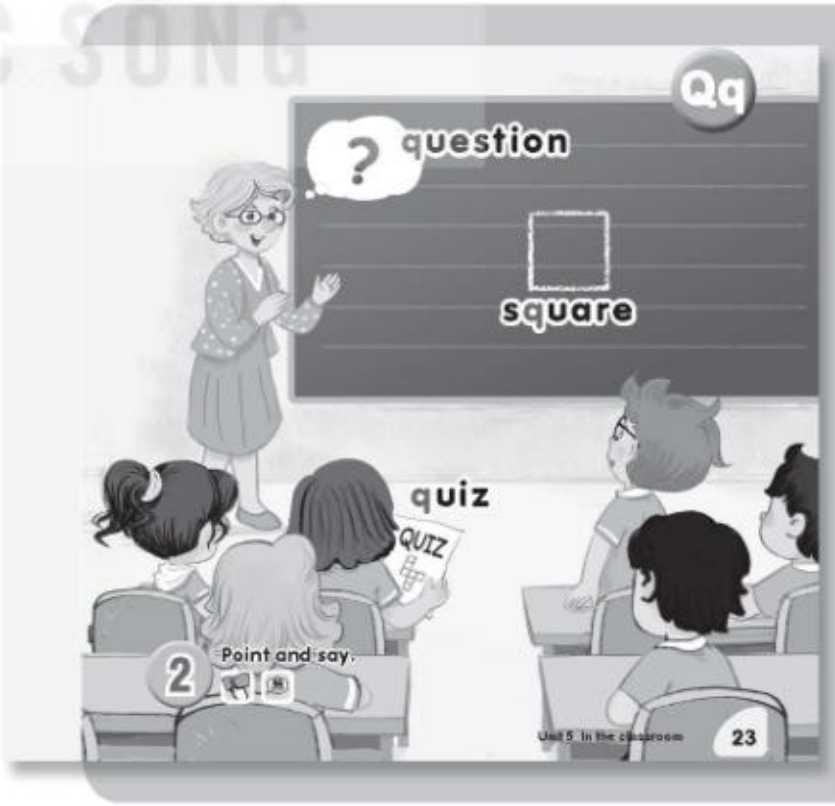
Step 5: Play the recording of *question* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *square* and *quiz*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *Q/q*, *question*, *square* and *quiz* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *Q/q* and the sound /k/, both in isolation and in the words *question*, *square* and *quiz*.

2. Point and say.



Goal: To correctly identify and pronounce the words *question*, *square* and *quiz*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter *Q/q* and correctly pronounce its name and sound (say "Point to the letter *Q*. Say /kju:/. Now say /k/.").

Step 2: Have pupils point to and correctly pronounce the word *question* (say "Point to the question. Say *question*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *square* and *quiz*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *question*, *square* and *quiz*.

Fun corner

Whispers

Goal: To correctly pronounce the target words *question, square* and *quiz*.

Input: The target words are whispered first by the teacher.

Procedure: **Step 1:** Divide the class into two teams. Tell each team to form a line.

Step 2: Explain that when you whisper a word to the first pupil in each line, he/she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, he/she should call it out. A correct word scores one point.

Step 3: Play the game.

Step 4: Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three words aloud for the rest of the class.

Outcome: Pupils can correctly pronounce the target words *question, square* and *quiz*.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*Q/q*, /k/).

– Show pictures of the words that pupils learnt in Lesson 1 (*question*, *square*, *quiz*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with or containing the letter *Q/q*.

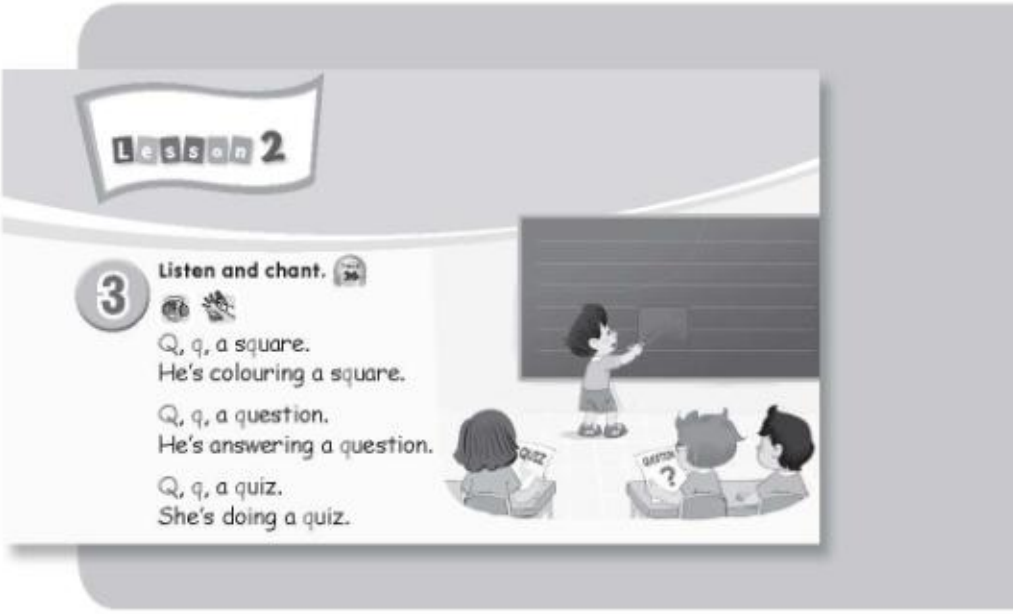
– Say "Open your books at page 24 and look at Unit 5, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *Q/q* (/k/), the words *square, question* and *quiz* and the sentence structure ***He's/She's*** **_____ (verb + *–ing*).**

Input: A chant about what the pupils in the classroom are doing.

The picture shows a boy colouring a square on the board, another boy answering a question and a girl doing a quiz.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the square (say "Look at the picture. Point to the square.").

Step 2: Say "He's colouring a square." and encourage pupils to repeat.

Step 3: Repeat **Steps 1** and **2** for *question* and *quiz*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. The teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *Q/q* (/k/), the words *square, question* and *quiz* and the sentence structure ***He's/She's*** _____ **(verb + *–ing*).**

4. Listen and tick.

Goal: To recognise the words *square, quiz* and the sentence structure ***He's/She's*** _____ **(verb + *–ing*).** while listening.



Input: 1. Pictures: (a) a square and (b) a circle.

Audio script: He's colouring a square.

2. Pictures: (a) a girl answering a question and (b) a girl doing a quiz.

Audio script: She's doing a quiz.

Procedure: **Step 1:** Have pupils point to the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "square/circle/question/quiz".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. He's colouring a square."/"2b. She's doing a quiz." and encourage them to repeat.

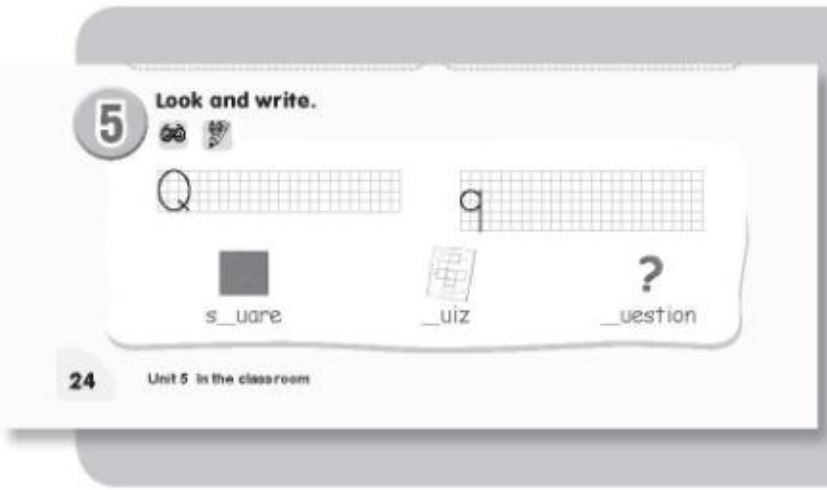
Outcome: Pupils can recognise the words *square, quiz* and the sentence structure ***He's/She's*** _____ **(verb + *–ing*).** while listening.

5. Look and write.

Goal: To write the letter *Q/q* and complete the words *square, quiz* and *question*.

Input: Writing grids for *Q* (upper case) and *q* (lower case).

Pictures of a square, a quiz and a question mark, with the labels *s__uare, __uiz* and *__uestion* for completion.



Procedure: **Step 1:** Write the letter *Q* (upper case) on the board and say "Q" (/kju:/).

Step 2: Write the letter *Q* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *Q* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *q* (lower case).

Step 4: Draw pupils' attention to the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *Q/q* and complete the words *square, quiz* and *question*.

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of a square, a quiz and a question mark. Say "He's colouring a _____." and encourage pupils to complete the sentence with "square". Repeat for "She's doing a quiz." and "He's answering a question."

– Say "Open your books at page 25 and look at Unit 5, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***What's he/she doing?*** and ***He's/She's _____* (verb + *–ing*).** to ask and answer questions about what someone is doing.



Input: The picture shows a girl colouring a square and a boy doing a quiz on the board. Another boy and girl are asking and answering questions about what they are doing.
The boy is asking "What's she/he doing?" The girl is saying "She's colouring a square." and "He's doing a quiz."

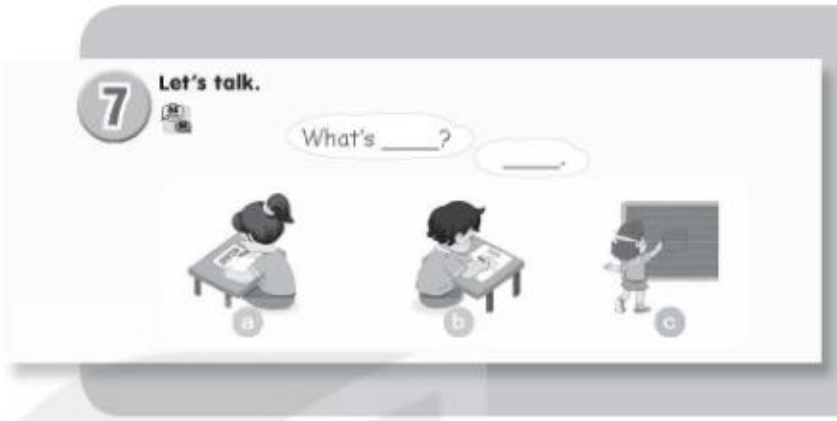
Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What's she doing? She's colouring a square."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).** to ask and answer questions about what someone is doing.

7. Let's talk.

Goal: To use the sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).** to ask and answer questions about what someone is doing.



Input: There are three pictures showing (a) a girl answering a question, (b) a boy doing a quiz, and (c) a girl colouring a square, together with the incomplete sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).**

Procedure: **Step 1:** Write *What's* _____*?* on the board. Underneath the question, write *He's* _____. and *She's* _____.

Step 2: Have pupils look at Picture a (say "Look at Picture a."). Say "What's _____?" and encourage pupils to complete the question. If they answer correctly, confirm by saying "What's she doing?" Then encourage pupils to answer using the full sentence structure. When they answer correctly, confirm by saying "She's answering a question."

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

Step 4: Have pupils work in pairs to look at each picture and practise asking and answering questions about what the people are doing. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).** to ask and answer questions about what someone is doing.

8. Let's sing!

Goal: To sing a song with the sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).**

Input: A song about what the pupils in the classroom are doing.



The picture shows a classroom. The teacher is asking a question and a girl is answering. A boy is colouring a square on the board. Another boy is doing a quiz.

Procedure:

Step 1: Draw pupils' attention to the picture (say "Look at the picture."). Say "What's he/she doing?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***What's he/she doing?*** and ***He's/She's*** _____ **(verb + *–ing*).**

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Unit 6 On the farm

Objectives

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

– correctly pronounce the name of the letter *X/x* (/eks/);

– correctly pronounce the sound of the letter *X/x* (/ks/) in isolation and in the words *box*, *fox* and *ox*;

– say a chant with the sound of the letter *X/x* (/ks/), the words *box*, *fox* and *ox* and the sentence structure ***I can see a/an _____.***

– recognise target words and the sentence structure while listening;

– write the letter *X/x* and complete the words *fox, ox* and *box*;

– use the sentence structures ***Is there a/an _____?*** and ***Yes, there is. / No, there isn't.*** to ask and answer questions about whether or not something is present;

– sing a song with the sentence structures ***Is there a/an _____?*** and ***Yes, there is. / No, there isn't.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by playing the game *Whispers* (see page 40) with the sentences *He's colouring a square.*, *She's doing a quiz.* and *She's answering a question.*

– Show a picture of a farm and write *farm* on the board. Ask pupils if they have ever been to a farm and, if so, what they saw there.

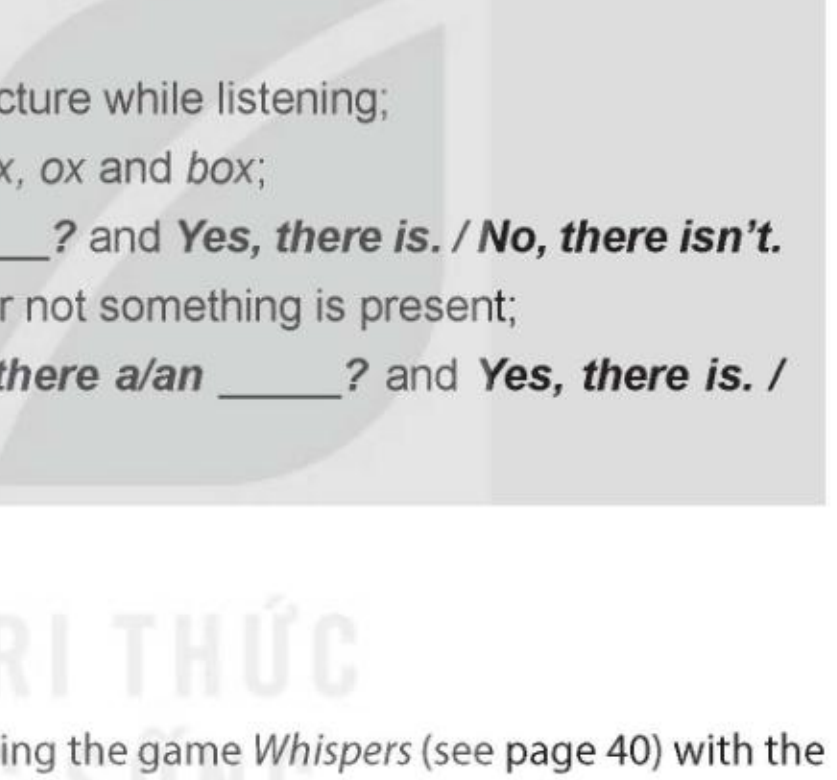
– Say "Open your books at page 26 and look at Unit 6, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *X/x* and the sound /ks/, both in isolation and in the words *box*, *fox* and *ox*.

Input: The picture shows a farm. On the farm, there is a box of apples, an ox eating hay and a fox. The fox is looking at the chickens.

Box, *fox* and *ox* are labelled, with the letter *x* in red.



The sound of the letter *X/x (*/ks/*)* is the focus of Unit 6.

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

Step 2: Have pupils point to the letter *X/x* (say "Point to the letter *X*."). Explain that the name of the letter *X/x* is different to its sound (say "Listen. /eks/ /ks/.").

Step 3: Play the recording of the name and sound of the letter *X/x* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the box (say "Look at the box."). Then have them point to the word *box* (say "Point to the word *box*."). Draw their attention to the colour of the letter *x* (say "Look at the colour of the letter *x*. It is red.").

Step 5: Play the recording of *box* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *fox* and *ox*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *X/x*, *box*, *fox* and *ox* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *X/x* and the sound /ks/, both in isolation and in the words *box*, *fox* and *ox*.

2. Point and say.

Goal: To correctly identify and pronounce the words *box*, *fox* and *ox*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *X/x* and correctly pronounce its name and sound (say "Point to the letter *X*. Say /eks/. Now say /ks/.").

Step 2: Have pupils point to and correctly pronounce the word *box* (say "Point to the box. Say *box*.").
Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *fox* and *ox*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *box*, *fox* and *ox*.

Fun corner

Whispers (race version)

Goal: To correctly pronounce the target words *box, fox* and *ox*.

Input: The target words are whispered first by the teacher.

Procedure: **Step 1:** Divide the class into two teams. Tell each team to form a line.

Step 2: Explain that when you whisper a word to the first pupil in each line, he/she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, he/she should call it out. The fastest team to call out a correct word scores one point.

Step 3: Play the game.

Step 4: Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three words aloud for the rest of the class.

Outcome: Pupils can correctly pronounce the target words *box, fox* and *ox*.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*X/x, /ks/*).

– Show pictures of the words that pupils learnt in Lesson 1 (*box, fox, ox*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with or containing the letter *X/x*.
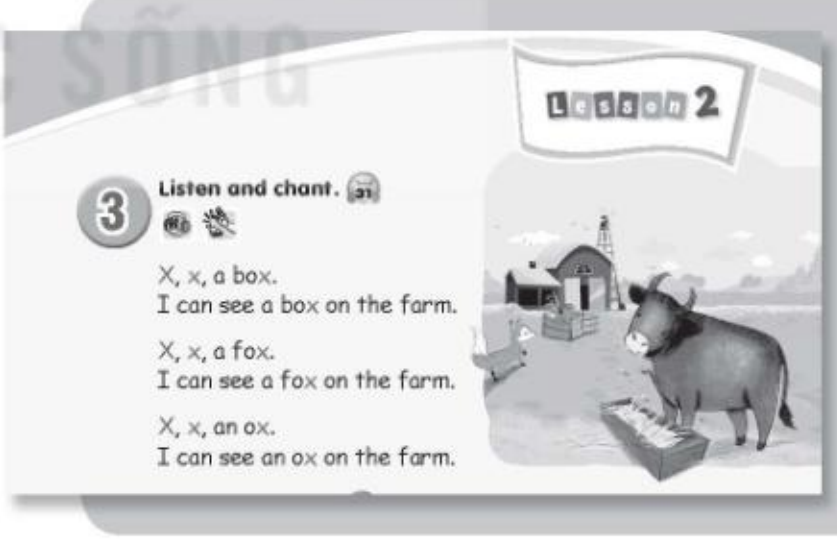
– Say "Open your books at page 27 and look at Unit 6, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *X/x* (/ks/), the words *box, fox* and *ox* and the sentence structure ***I can see a/an _____.***

Input: A chant about a farm.

The picture shows an ox eating hay, a fox and a box.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the box (say "Look at the picture. Point to the box.").

Step 2: Say "I can see a box." and encourage pupils to repeat. To reinforce their understanding, point to your eyes as you say "see".

Step 3: Repeat **Steps 1** and **2** for *fox* and *ox*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. The teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *X/x* (/ks/), the words *box, fox* and *ox* and the sentence structure ***I can see a/an _____.***

4. Listen and circle.

Goal: To recognise the words *ox*, *fox* and the sentence structure ***I can see a/an _____.*** while listening.



Input: 1. Pictures: (a) a fox and (b) an ox.

Audio script: I can see an ox.

2. Pictures: (a) a fox and (b) a dog.

Audio script: I can see a fox.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "fox/ox/fox/dog".

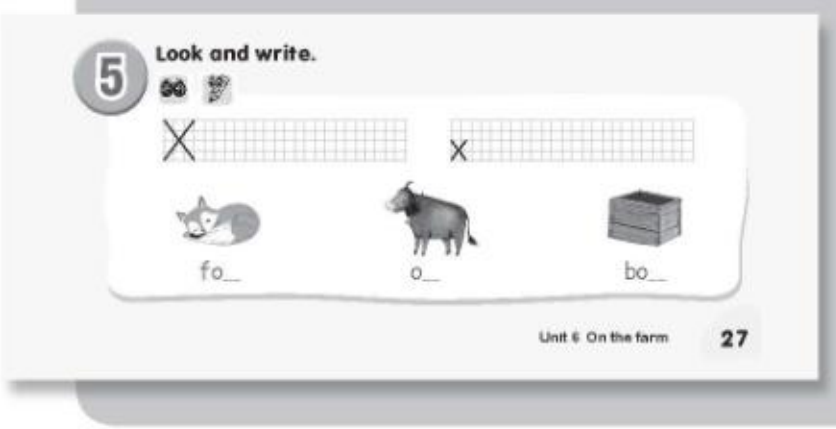
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1b. I can see an ox."/"2a. I can see a fox." and encourage them to repeat.

Outcome: Pupils can recognise the words *ox*, *fox* and the sentence structure ***I can see a/an _____.*** while listening.

5. Look and write.

Goal: To write the letter *X/x* and complete the words *fox, ox* and *box*.



Input: Writing grids for *X* (upper case) and *x* (lower case).

Pictures of a fox, an ox and a box, with the labels *fo__*, *o__* and *bo__* for completion.

Procedure: **Step 1:** Write the letter *X* (upper case) on the board and say "X" (/eks/).

Step 2: Write the letter *X* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *X* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *x* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *X/x* and complete the words *fox, ox* and *box*.

LESSON 3 (Period 3)

Warm-up

– Have pupils make up a chant based on the chant in Lesson 2 by completing the sentence *I can see a/an _____ in the classroom.* Encourage them to identify things in the classroom that contain the letter *X/x*.

– Say "Open your books at page 28 and look at Unit 6, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***Is there a/an _____?*** and ***Yes, there is./ No, there isn't.*** to ask and answer questions about whether or not something is present.



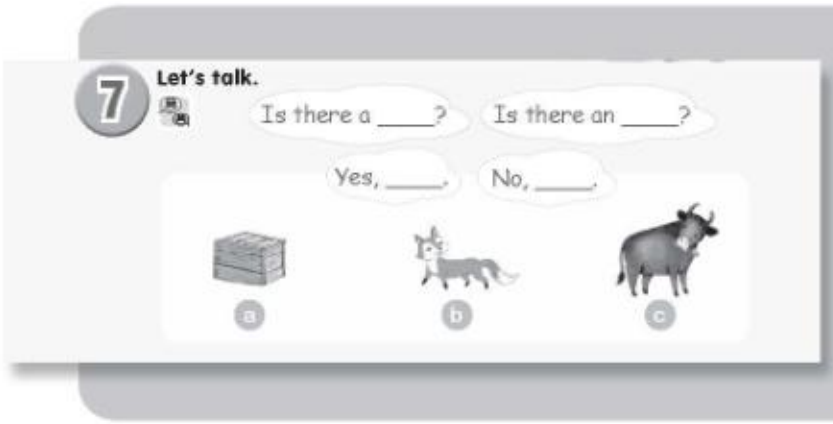
Input: The first picture shows a farm. There are two children and a fox hiding behind a wall. A boy is asking "Is there a fox?" Another boy is saying "Yes, there is."
The second picture also shows a farm. There are two children and an ox from afar. A boy is asking " Is there a fox?" A girl is saying "No, there isn't."

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Is there a/an _____?*** and ***Yes, there is./ No, there isn't.*** to ask and answer questions about whether or not something is present.

7. Let's talk.



Goal: To use the sentence structures ***Is there a/an _____?*** and ***Yes, there is./No, there isn't.*** to ask and answer questions about whether or not something is present.

Input: There are three pictures showing (a) a box, (b) a fox, and (c) an ox, together with the incomplete sentence structures ***Is there a/an _____?*** and ***Yes, _____./No, _____.***

Procedure: **Step 1:** Write *Is there a/an _____?* on the board. Underneath the question, write *Yes, _____.* and *No, _____.* Ask pupils what to say when there is a thing and what to say when there isn't a thing. Confirm the correct answer by writing *there is* and *there isn't* in the gaps. Underline *there is* and *there isn't*.

Step 2: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Is there a fox?" Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying "No, there isn't."

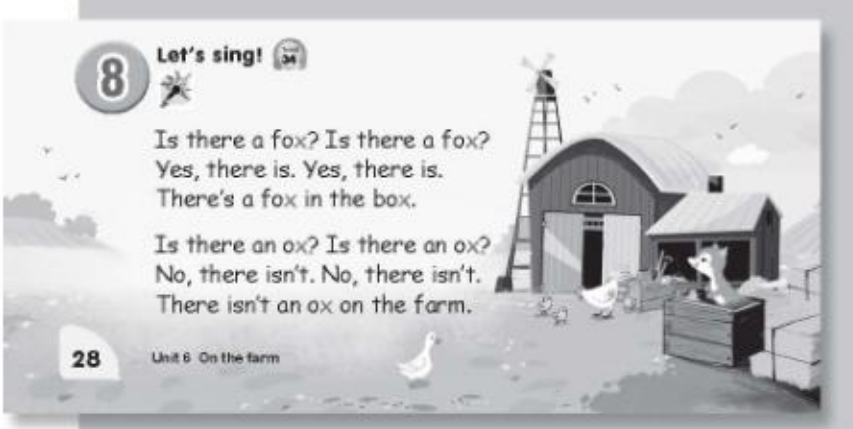
Step 3: Say "Is there a box?" Again, point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying "Yes, there is."

Step 4: Repeat **Steps 2** and **3** for Pictures b and c.

Step 5: Have pupils work in pairs to look at each picture and practise asking and answering questions about whether or not something is present. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***Is there a/an _____?*** and ***Yes, there is./ No, there isn't.*** to ask and answer questions about whether or not something is present.

8. Let's sing!



Goal: To sing a song with the sentence structures ***Is there a/an _____?*** and ***Yes, there is./No, there isn't.*** to ask and answer questions about whether or not something is present.

Input: A song about a farm.

The picture shows a fox in a box. The fox is looking at some chickens.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Is there a fox/box/ox?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Is there a/an _____?*** and ***Yes, there is./No, there isn't.***

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Fun time 2

Fun time 2 is an opportunity for pupils to do some fun activities and games, and to practise speaking English. It is also a chance for them to revise what they learnt in the preceding units. Each *Fun time* section is taught across two lessons:

Lesson	Activity	Objective
1	1	Review target vocabulary.
	2	Play a game to review target vocabulary.
2	3	Review target sentence structures.
	4	Play a game to review target vocabulary.

Objectives

In *Fun time 2*, pupils will:

– correctly spell and pronounce the words *question, square, quiz, fox, ox* and *box*;

– recognise the words *quiz, rainbow, square, box, road, fox, ox, sail* and *question* while listening;

– write the words *quiz, fox, box* and *question* and complete the sentence structures ***What's he/she doing? He's/She's _____ (verb + –ing). Is there a _____?*** and ***Yes, there is./No, there isn't.***

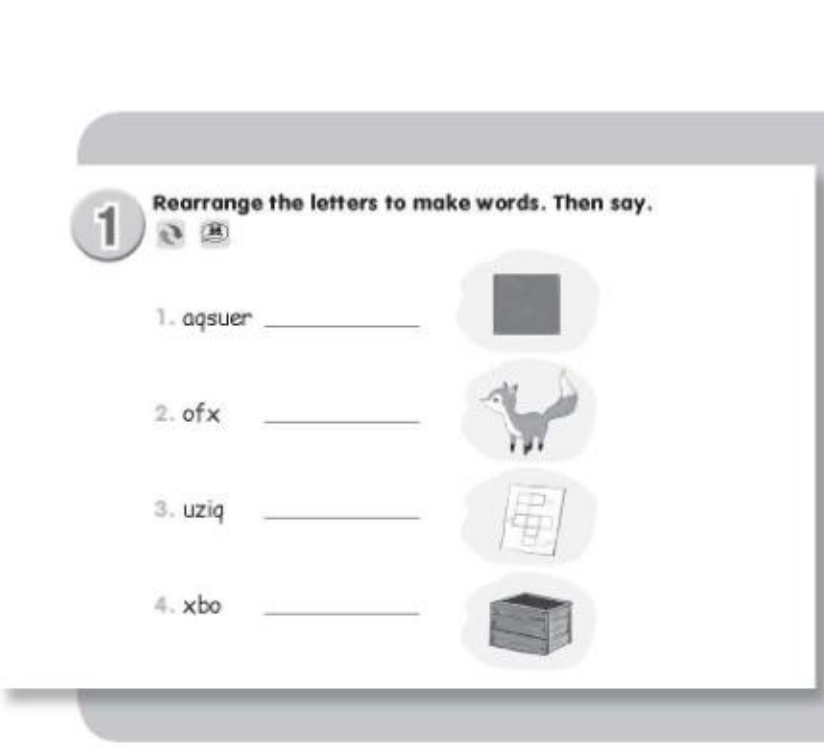
LESSON 1

1. Rearrange the letters to make words. Then say.

Goal: To correctly spell and pronounce the words *square, fox, quiz* and *box*.

Input: Four pictures and a set of letters beside each picture.

Procedure: **Step 1:** Draw pupils' attention to Picture 1 (say "Look at Picture 1.").



Step 2: Elicit the word indicated by the picture. When pupils answer correctly, confirm by saying "square" but don't write the word on the board.

Step 3: Repeat **Steps 1** and **2** for Pictures 2, 3 and 4 (*fox, quiz, box*).

Step 4: Draw pupils' attention to the letters beside each picture. Have them rearrange the letters to make words (say "Rearrange the letters to make words."). Go around the class to offer help, if necessary.

Step 5: Write each set of letters on the board: *aqsuer, ofx, uziq, xbo*. Nominate four pupils to come to the front and rearrange the letters to make words on the board. Encourage the rest of the class to help them and to check their own answers.

Step 6: Point to each word and encourage pupils to say it both individual and in chorus (say "square/fox/quiz/box"). Correct pupils' pronunciation if necessary, and praise them when their pronunciation is good.

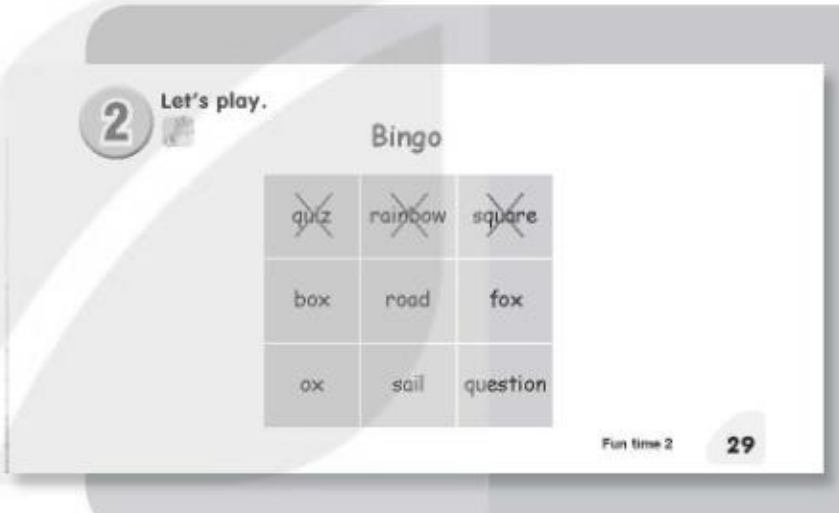
Outcome: Pupils can correctly spell and pronounce the words *square, fox, quiz* and *box*.

2. Let's play.

Bingo

Goal: To recognise target words while listening.

Input: An example bingo grid. You will need to create a different bingo grid for each pupil in the class.



Procedure: **Step 1:** Give each pupil a bingo grid.

Step 2: Explain that when you call out a word, pupils should search for that word on their bingo card. If they have the word, they should cross it out. The first pupil to cross out all of their words wins.

Step 3: Play the game.

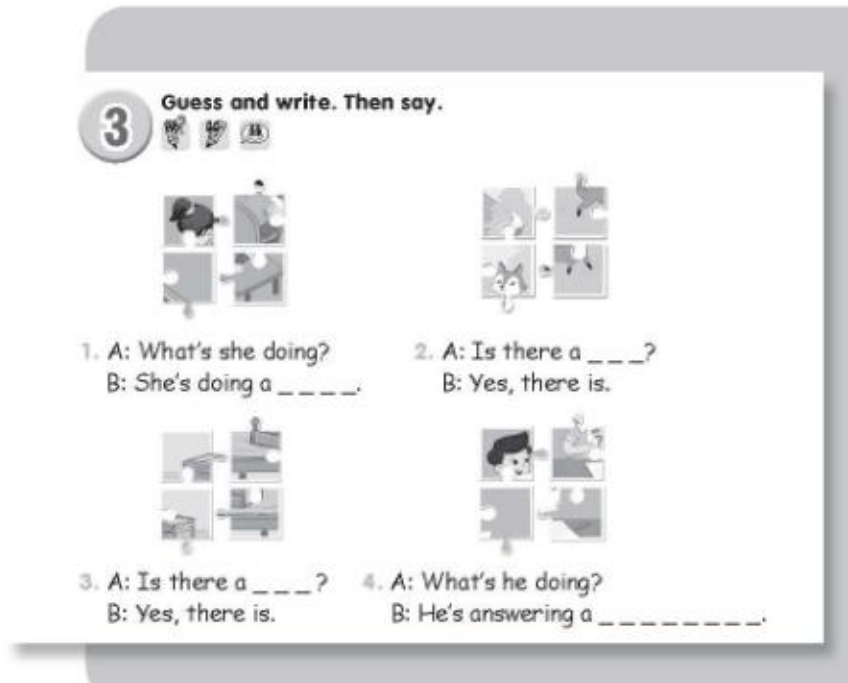
Outcome: Pupils can recognise target words while listening.

LESSON 2

3. Guess and write. Then say.

Goal: To write the words *quiz, fox, box* and *question* and complete the sentence structures ***What's he/she doing?***, ***He's/She's _____ (verb + –ing).***, ***Is there a _____?*** and ***Yes, there is./No, there isn't.***

Input: Four sets of pictures as jigsaw puzzles: (1) a girl doing a quiz, (2) a fox, (3) a box and (4) a boy



answering a question. Underneath each picture is sentence structures with gaps for completion.

Procedure: **Step 1:** Draw pupils' attention to Picture 1 (say "Look at Picture 1.").

Step 2: Write *A: What's she doing? B: She's doing a _____.* on the board. Encourage pupils to guess what is in the picture and complete the sentence structure (say "Guess and write."). Go around the class to offer help, if necessary.

Step 3: Have pupils say the completed sentences aloud (say "Now say."). Do this several times, with pupils saying the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can write the words *quiz, fox, box* and *question* and complete the sentence structures ***What's he/she doing?***, ***He's/She's _____.***, ***Is there a _____?*** and ***Yes, there is./No, there isn't.***

4. Let's play.

Spelling bee

Goal: To correctly spell and pronounce the words *question, square, quiz, box, fox* and *ox*.

Input: A picture of a teacher and a pupil playing the game. The teacher is saying "quiz". The boy is spelling the word "q-u-i-z".



Procedure: **Step 1:** Divide the class into two teams: Team A and Team B.

Step 2: Explain that you will nominate a pupil from each team to come to the front of the class. When you say a word, the pupil from Team A must try to spell it. When he/she has finished, it is the pupil from Team B's turn. A correctly spelled word scores one point.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can correctly spell and pronounce the words *question, square, quiz, box, fox* and *ox*.

Unit 7 In the kitchen

Objectives

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

– correctly pronounce the name of the letter *J/j* (/dʒeɪ/);

– correctly pronounce the sound of the letter *J/j* (/dʒ/) in isolation and in the words *juice*, *jelly* and *jam*;

– say a chant with the sound of the letter *J/j* (/dʒ/), the words *jam, juice* and *jelly* and the sentence structure ***I like _____.***

– recognise target words and the sentence structure while listening;

– write the letter *J/j* and complete the words *jelly, juice* and *jam*;

– use the sentence structures ***Pass me the _____, please.*** and ***Here you are.*** to make and respond to a request;

– sing a song with the sentence structures ***Pass me the _____.*** and ***Here you are.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by writing the letter *X/x* on the board. Have pupils say the name and sound of the letter. Put pupils into teams and have them think of as many words containing the letter *X/x* as possible.

– Introduce the new unit by showing a picture of a kitchen and asking pupils questions about it.

– Say "Open your books at page 31 and look at Unit 7, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *J/j* and the sound /dʒ/, both in isolation and in the words *juice*, *jelly* and *jam*.

Input: The picture shows a kitchen. There is a mother, son and daughter sitting at the table. On the table, there is a jug of juice, a plate of jelly and a jar of jam.



Juice, *jelly* and *jam* are labelled, with the letter *j* in red.

The sound of the letter *J/j* (/dʒ/) is the focus of Unit 7.

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

Step 2: Have pupils point to the letter *J/j* (say "Point to the letter *J*."). Explain that the name of the letter *J/j* is different to its sound (say "Listen. /dʒeɪ/ /dʒ/.").

Step 3: Play the recording of the name and sound of the letter *J/j* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the jug of juice (say "Look at the jug of juice."). Then have them point to the word *juice* (say "Point to the word *juice*."). Draw their attention to the colour of the letter *j* (say "Look at the colour of the letter *j*. It is red.").

Step 5: Play the recording of *juice* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *jelly* and *jam*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *J/j*, *juice*, *jelly* and *jam* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *J/j* and the sound /dʒ/, both in isolation and in the words *juice*, *jelly* and *jam*.

2. Point and say.

Goal: To correctly identify and pronounce the words *juice*, *jelly* and *jam*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter *J/j* and correctly pronounce its name and sound (say "Point to the letter *J*. Say /dʒeɪ/. Now say /dʒ/.").

Step 2: Have pupils point to and correctly pronounce the word *juice* (say "Point to the juice. Say *juice*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.



Step 3: Repeat **Step 2** for *jelly* and *jam*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *juice*, *jelly* and *jam*.

Fun corner

Slap the board

Goal: To recognise target words while listening and correctly identify the corresponding pictures as quickly as possible.

Input: Three flashcards showing a jar of jam, a jug of juice and a plate of jelly.

Procedure: **Step 1:** Stick the flashcards on the board. Divide the class into three teams and have each team stand in a line in front of the board.

Step 2: Explain to pupils that when you say one of the words, the pupil at the front of each line must run to the board and slap the correct flashcard as quickly as possible. The first pupil to slap the correct flashcard scores one point.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can recognise target words while listening and correctly identify the corresponding pictures as quickly as possible.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*J/j*, /dʒ/).

– Show pictures of the words that pupils learnt in Lesson 1 (*juice, jelly, jam*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *J/j*.

– Say "Open your books at page 32 and look at Unit 7, Lesson 2."

3. Listen and chant.



Goal: To say a chant with the sound of the letter *J/j* (/dʒ/), the words *jam, juice* and *jelly* and the sentence structure ***I like _____.***

Input: A chant about food and drink.

The picture shows a mother and daughter sitting at a kitchen table. There is some bread and jam, juice and jelly.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the jam (say "Look at the picture. Point to the jam.").

Step 2: Say "I like jam." and encourage pupils to repeat. To reinforce their understanding, lick your lips or smile and rub your stomach.

Step 3: Repeat **Steps 1** and **2** for *juice* and *jelly*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. The teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *J/j* (/dʒ/), the words *jam, juice* and *jelly* and the sentence structure ***I like*** _____.

4. Listen and tick.

Goal: To recognise the words *jelly, juice* and the structure ***I like*** _____. while listening.



Input: 1. Pictures: (a) a plate of jelly and (b) a cake.

Audio script: I like jelly.

2. Pictures: (a) a jar of jam and (b) a jug of juice.

Audio script: I like juice.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "jelly/cake/jam/juice".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

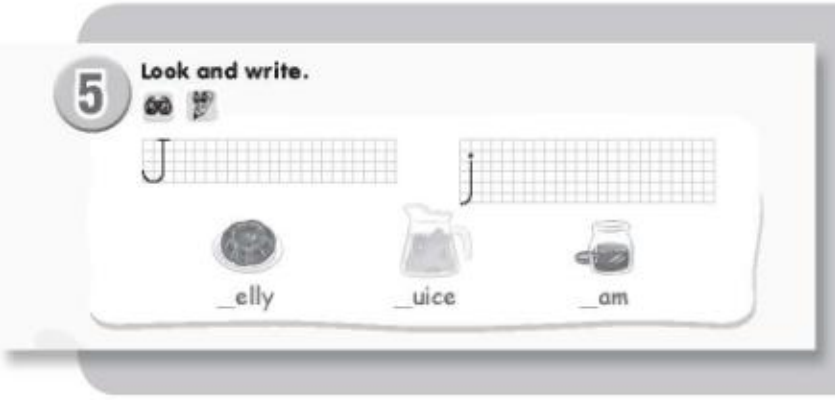
Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. I like jelly."/"2b. I like juice." and encourage them to repeat.

Outcome: Pupils can recognise the words *jelly, juice* and the structure ***I like*** _____. while listening.

5. Look and write.

Goal: To write the letter *J/j* and complete the words *jelly, juice* and *jam*.

Input: Writing grids for *J* (upper case) and *j* (lower case).



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Pictures of jelly, juice and jam, with the labels __*elly*, __*uice* and __*am* for completion.

Procedure: **Step 1:** Write the letter *J* (upper case) on the board and say "J" (/dʒeɪ/).

Step 2: Write the letter *J* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *J* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *j* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *J/j* and complete the words *jelly*, *juice* and *jam*.

LESSON 3 (Period 3)

Warm-up

– Draw or show a picture of a jug of juice, a jar of jam or a plate of jelly. Say "I like juice/jam/jelly."

– Have pupils draw a kind of food/drink.

– Have pupils work in pairs to talk about the food/drink they like using the sentence structure ***I like _____.***

– Say "Open your books at page 33 and look at Unit 7, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***Pass me the _____, please.*** and ***Here you are.*** to make and respond to a request.



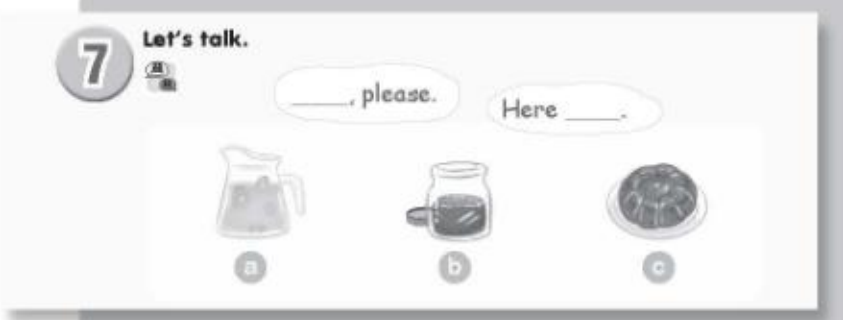
Input: The picture shows a mother and son sitting at a kitchen table. They are sharing some bread and jam.
The mother is saying "Pass me the jam, please." The son is saying "Here you are."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Pass me the _____, please.*** and ***Here you are.*** to make and respond to a request.

7. Let's talk.



Goal: To use the sentence structures ***Pass me the _____, please.*** and ***Here you are.*** to make and respond to a request.

Input: There are three pictures showing (a) a jug of juice, (b) a jar of jam, and (c) a plate of jelly, together with the incomplete sentence structures ***_____, please.*** and ***Here _____.***

Procedure: **Step 1:** Hand out three picture cards showing a jar of jam, a jug of juice and a plate of jelly (each card to a different pupil).

Step 2: Write *Pass me the jam, please.* on the board and underline *Pass me the jam*. Say "Pass me the jam, please." Hold out your hand to indicate that you would like the pupil holding the picture card of a jar of jam to pass it to you.

Step 3: Have the pupil repeat the request. When he/she says it correctly, respond "Here you are." and pass it back to him/her. Write *Here you are.* on the board.

Step 4: Erase *Pass me the jam* and replace it with *Pass me the juice*. Say "Pass me the juice, please." The pupil with the picture card of a jug of juice should pass it to you and say "Here you are."

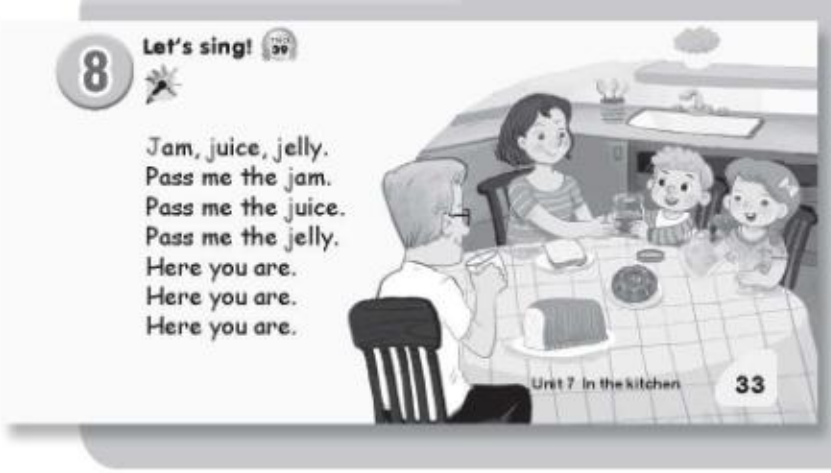
Step 5: Repeat **Step 4** for *Pass me the jelly*.

Step 6: Erase *Pass me the jelly* and leave the incomplete sentence structures ***_____, please.*** and ***Here you are.*** on the board.

Step 7: Hand out a picture card to every pupil in the class. Put pupils into pairs to practise making and responding to the request. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can use the sentence structures ***Pass me the _____, please.*** and ***Here you are.*** to make and respond to a request.

8. Let's sing!



Goal: To sing a song with the sentence structures ***Pass me the _____.*** and ***Here you are.***

Input: A song about making and responding to a request about food/drink.

The picture shows a family (a mother, a father, a daughter and a son) sitting at a table. They are sharing a jug of juice, a plate of jelly, some bread and jam.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Pass me the jam." and encourage pupils to point to the picture of the jam and respond using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat.") Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!" Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Pass me the _____.*** and ***Here you are.***

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Unit 8 In the village

Objectives

By the end of the unit, pupils will be able to:
– correctly pronounce the name of the letter *V/v* (/vi:/);
– correctly pronounce the sound of the letter *V/v* (/v/) in isolation and in the words *village, van* and *volleyball;*
– say a chant with the sound of the letter *V/v* (/v/), the words *van, village* and *volleyball* and the sentence structure ***This is a _____.***
– recognise target words and the sentence structure while listening;
– write the letter *V/v* and complete the words *village*, *volleyball* and *van*;
– use the sentence structures ***Can you draw a _____?*** and ***Yes, I can./ No, I can't.*** to ask and answer questions about ability.
– sing a song with the sentence structures ***Can you draw a _____?*** and ***Yes, I can./ No, I can't.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by singing a song to the tune of *Frère Jacques*:
Pass me the jam. Pass me the juice.
Here you are. Here you are.
Pass me the jelly. Pass me the jelly.
Here you are. Here you are.
– Introduce the topic of the new unit by asking pupils about the city, town or village where they live.
– Say "Open your books at page 34 and look at Unit 8, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *V/v* and the sound /v/, both in isolation and in the words *village*, *van* and *volleyball*.

Input: The picture shows a village. Four children are playing with a volleyball. There is a van on the road.

Village, *van* and *volleyball* are labelled, with the letter *v* in red.



The sound of the letter *V/v (/v/)* is the focus of Unit 8.

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

Step 2: Have pupils point to the letter *V/v* (say "Point to the letter *V*."). Explain that the name of the letter *V/v* is different to its sound (say "Listen. /vi:/ /v/.").

Step 3: Play the recording of the name and sound of the letter *V/v* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the village (say "Look at the village."). Then have them point to the word *village* (say "Point to the word *village*."). Draw their attention to the colour of the letter *v* (say "Look at the colour of the letter *v*. It is red.").

Step 5: Play the recording of *village* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *van* and *volleyball*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *V/v*, *village*, *van* and *volleyball* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *V/v* and the sound /v/, both in isolation and in the words *village*, *van* and *volleyball*.

2. Point and say.

Goal: To correctly identify and pronounce the words *village*, *van* and *volleyball*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter *V/v* and correctly pronounce its name and sound (say "Point to the letter *V*. Say /vi:/. Now say /v/.").



Step 2: Have pupils point to and correctly pronounce the word *village* (say "Point to the village. Say *village*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *van* and *volleyball*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *village*, *van* and *volleyball*.

Fun corner

Red words, green words

Goal: To correctly pronounce target words.

Input: A set of word cards showing target words from the current and preceding units. All the words are written in green, except for *village, volleyball* and *van*, which are written in red.

Procedure: **Step 1:** Divide the class into three or four teams. Give each team a set of word cards and have them place the cards face down in a line on the table.

Step 2: Explain that one pupil in each team should turn over the first card in the line and try to say the word on it. If the pupil pronounces it correctly, he/she should do one of the following:

a) *If the word is written in green:* Continue his/her turn by turning over the next card in the line and trying to say the word on it.

b) *If the word is written in red:* Collect all the word cards he/she has correctly pronounced. Play then pass to the next pupil.

If the pupil does not pronounce the word correctly, all the cards should be placed face down again and the turn passes to the next pupil.

Step 3: Play the game.

Step 4: Add up how many word cards each team has won. The team with the most word cards wins.

Outcome: Pupils can correctly pronounce target words.

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LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*V/v*, /v/).

– Show pictures of the words that pupils learnt in Lesson 1 (*village, volleyball, van*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *V/v*.

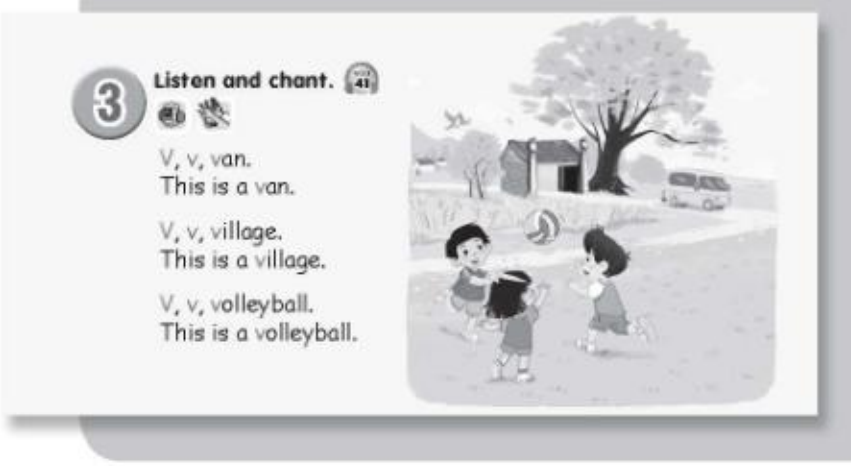
– Say "Open your books at page 35 and look at Unit 8, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *V/v* (/v/), the words *van, village* and *volleyball* and the sentence structure ***This is a*** _____.

Input: A chant about a village.

The picture shows three children playing with a volleyball. There is a van on the road.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the van (say "Look at the picture. Point to the van.").

Step 2: Say "This is a van." and encourage pupils to repeat.

Step 3: Repeat **Steps 1** and **2** for *village* and *volleyball*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

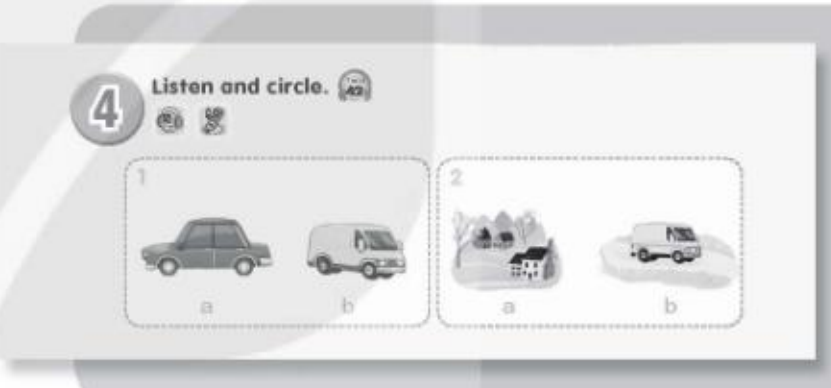
Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. The teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *V/v* (/v/), the words *van, village* and *volleyball* and the sentence structure ***This is a _____.***

4. Listen and circle.

Goal: To recognise the words *van, village* and the structure ***This is a _____.*** while listening.



Input: 1. Pictures: (a) a car and (b) a van.

Audio script: This is a van.

2. Pictures: (a) a village and (b) a van.

Audio script: This is a village.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "car/van/village/van".

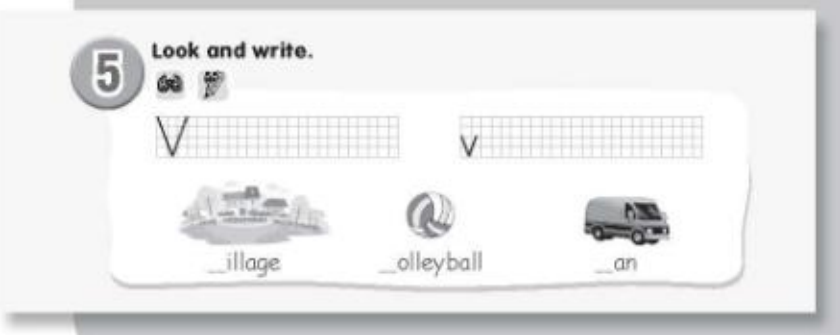
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1b. This is a van."/"2a. This is a village." and encourage them to repeat.

Outcome: Pupils can recognise the words *van*, *village* and the structure ***This is a _____.*** while listening.

5. Look and write.

Goal: To write the letter *V/v* and complete the words *village, volleyball* and *van*.



Input: Writing grids for *V* (upper case) and *v* (lower case).

Pictures of a village, a volleyball and a van, with the labels *__illage, __olleyball* and *__an* for completion.

Procedure: **Step 1:** Write the letter *V* (upper case) on the board and say "V" (/vi:/).

Step 2: Write the letter *V* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *V* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *v* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *V/v* and complete the words *village, volleyball* and *van*.

LESSON 3 (Period 3)

Warm-up

– Play the game *Whispers* (see page 40) with the words *village, volleyball* and *van*.

– Say "Open your books at page 36 and look at Unit 8, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structures ***Can you draw a _____?*** and ***Yes, I can./No, I can't.*** to ask and answer questions about ability.

Input: The picture shows three children standing at an easel.

One of the girls is asking "Can you draw a van?" The boy is saying "Yes, I can." The other girl is saying "No, I can't."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Can you draw a _____?*** and ***Yes, I can./ No, I can't.*** to ask and answer questions about ability.

7. Let's talk.

Goal: To use the sentence structures ***Can you draw a _____?*** and ***Yes, I can./No, I can't.*** to ask and answer questions about ability.



Input: There are four pictures showing (a) a van, (b) a volleyball, (c) a football and (d) a village, together with the incomplete sentence structures ***Can you draw a _____?*** and ***Yes, _____./No, _____.***

Procedure: **Step 1:** Write *Can you draw a _____?* on the board. Underneath the question, write *Yes, _____.* and *No, _____.* Ask them what to say if they can and what to say if they can't do the thing. Confirm the correct answer by writing *I can* and *I can't* in the gaps.

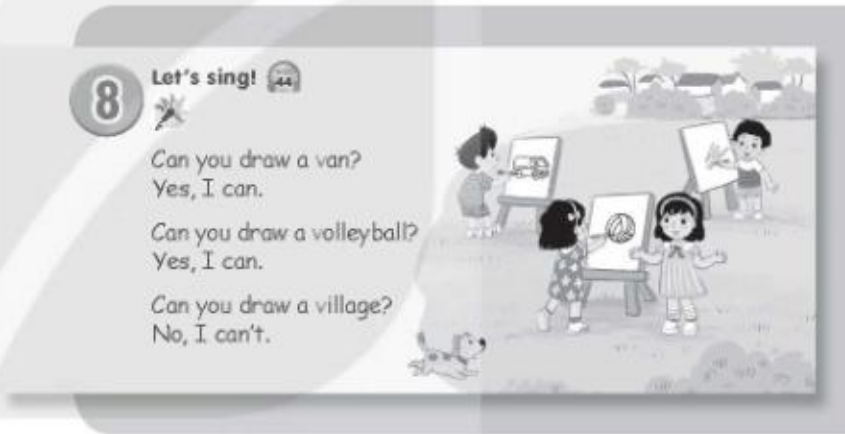
Step 2: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Can you draw a van?" and encourage them to answer with "Yes, I can." or "No, I can't.", depending on their own individual ability.

Step 3: Repeat **Step 2** for Pictures b, c and d.

Step 4: Have pupils work in pairs to look at each picture and practise asking and answering questions about ability. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***Can you draw a _____?*** and ***Yes, I can./No, I can't.*** to ask and answer questions about ability.

8. Let's sing!



Goal: To sing a song with the sentence structures ***Can you draw a _____?*** and ***Yes, I can./No, I can't.***

Input: A song about abilities.

The picture shows four children.

Three of the children are drawing.
The fourth child is looking at the drawings.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Can you draw a van/volleyball/village?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Can you draw a _____?*** and ***Yes, I can./No, I can't.***

Review 2

Objectives

In *Review 2*, pupils will:

– review the names and sounds of the letters *Q/q, X/x, J/j* and *V/v*;

– review target words and sentence structures;

– practise all four skills (reading, writing, listening and speaking).

Phonics: the sound of the letter *Q/q* (/k/)
the sound of the letter *X/x* (/ks/)
the sound of the letter *J/j* (/dʒ/)
the sound of the letter *V/v* (/v/)

Vocabulary: *question, square, quiz*
box, fox, ox
juice, jelly, jam
village, van, volleyball

Sentence structures:

What's he/she doing? and ***He's/She's _____* (verb + *–ing*).** to ask and answer questions about what someone is doing.

Is there a/an _____? and ***Yes, there is./No, there isn't.*** to ask and answer questions about whether or not something is present.

Pass me the _____, please. and ***Here you are.*** to make and respond to a request.

Can you draw a _____? and ***Yes, I can./No, I can't.*** to ask and answer questions about ability.

PHIL AND SUE

Warm-up

– Refresh pupils' memory of Units 5 to 8 topics by showing pictures of a classroom, a farm, a kitchen and a village. Encourage pupils to use the words and sentence structures that they learnt.

– Say "Open your books at page 37 and look at Review 2, Phil and Sue."

1. Listen and read.



Goal: To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

Input: There are four pictures in the story.

Picture 1 shows Phil and Sue flying towards Ba's village. Phil is saying "Let's go to Ba's village." Sue is saying "Great!"

Picture 2 shows Phil and Sue arriving at Ba's house. Ba and his mother are there to greet them. Ba is saying "Hi, Phil and Sue." Sue is saying "Hello, Ba. And hello, ..." Ba is saying "This is my mother."

Picture 3 shows Phil, Sue and Ba at the table. There are bananas, some corn and jelly on the table. Sue is saying "Pass me the juice, please." Ba, holding a jug of juice, is saying "Here you are." Sue is saying "Thank you."

Picture 4 shows Phil, Sue and Ba at the table. There is a volleyball near the table. Sue, pointing to the volleyball, is saying "Oh, there's a volleyball." Phil is saying "Let's play!" Ba is saying "OK."

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures."). Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils point to Picture 1 (say "Point to Picture 1."). Play the recording for Picture 1 and encourage pupils to repeat (say "Listen and repeat.").

Step 3: Repeat **Step 2** for Pictures 2, 3 and 4.

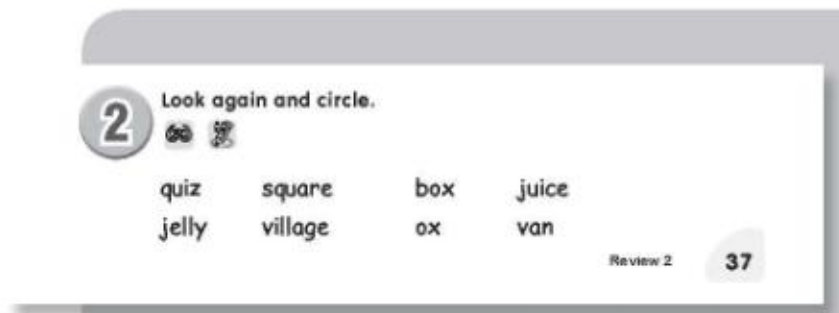
Step 4: Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils' pronunciation, if necessary.

Step 5: Invite a few pairs to act out the story for the class.

Extra activity: For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.

Outcome: Pupils can correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

2. Look again and circle.



Goal: To correctly identify target words from the story.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to and say the word *quiz* (say "Point to the word *quiz*. Say *quiz*.").

Step 2: Have pupils look again at the story and try to find a quiz in one of the pictures (say "Look again. Is there a quiz in the story?"). If there is a quiz, pupils should circle the word/the quiz in the picture; if not, then they do not need to circle the word/picture.

Step 3: Repeat **Steps 1** and **2** for *square, box, juice, jelly, village, ox* and *van.*

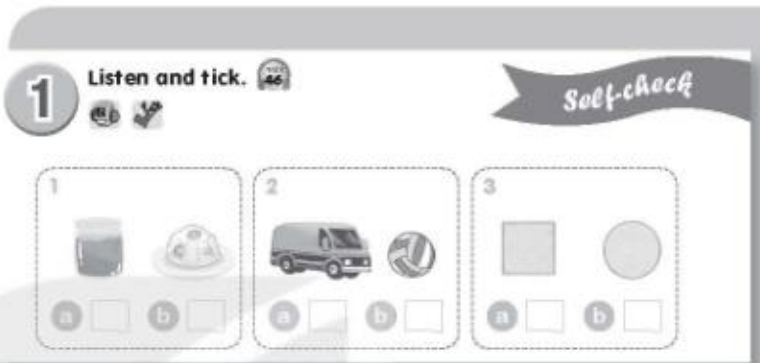
[**Answers:** *juice, jelly, village, ox*]

Outcome: Pupils can correctly identify target words from the story.

SELF-CHECK

Say "Open your books at page 38 and look at Self-check."

1. Listen and tick.



Goal: To recognise target words while listening.

Input: 1. Pictures: (a) a jar of jam and (b) a plate of jelly.

Audio script: jam

2. Pictures: (a) a van and (b) a volleyball.

Audio script: volleyball

3. Pictures: (a) a square and (b) a circle.

Audio script: square

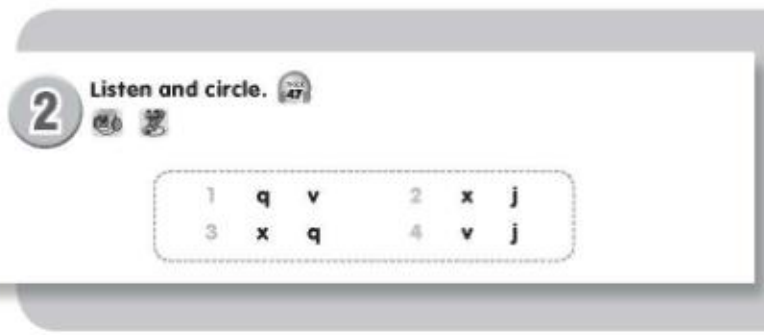
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "jam/jelly/van/volleyball/square/circle".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. jam"/"2b. volleyball"/"3a. square" and encourage them to repeat.

Outcome: Pupils can recognise target words while listening.

2. Listen and circle.



Goal: To recognise the sounds of letters while listening.

Input: Four pairs of letters:

1. *q* and *v*

2. *x* and *j*

3. *x* and *q*

4. *v* and *j*

Audio script: 1. q, 2. j, 3. x, 4. v

Procedure: **Step 1:** Have pupils look at the letters and say the sounds (say "Point and say."). When pupils answer correctly, confirm by saying "/k/; /dʒ/; /ks/; /v/".

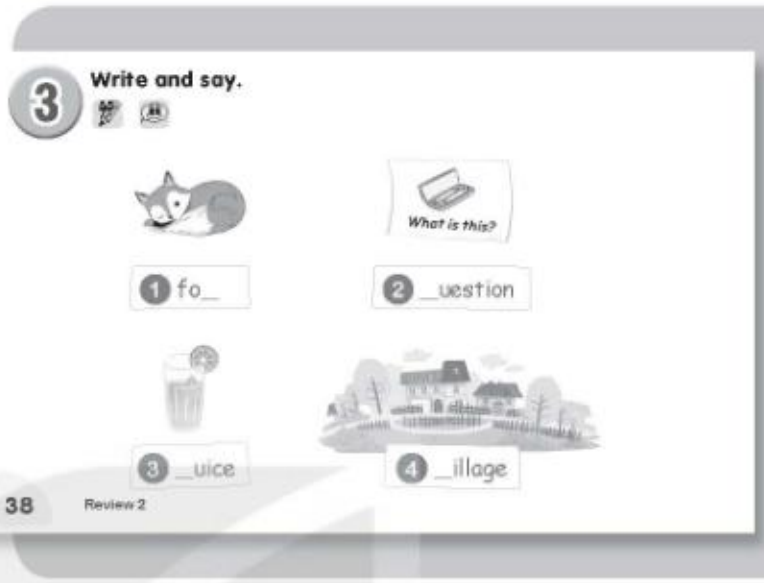
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answer to Question 1 by asking "/k/ or /v/?" When pupils answer correctly, confirm by saying "/k/" and encourage them to repeat.

Step 4: Repeat **Step 3** for Questions 2, 3 and 4.

Outcome: Pupils can recognise the sounds of letters while listening.

3. Write and say.



Goal: To write the letters *x*, *q*, *j* and *v* to complete target words.

Input: Pictures of a fox, a question, a glass of juice and a village, with the labels *fo__*, *__uestion*, *__uice* and *__illage* for completion.

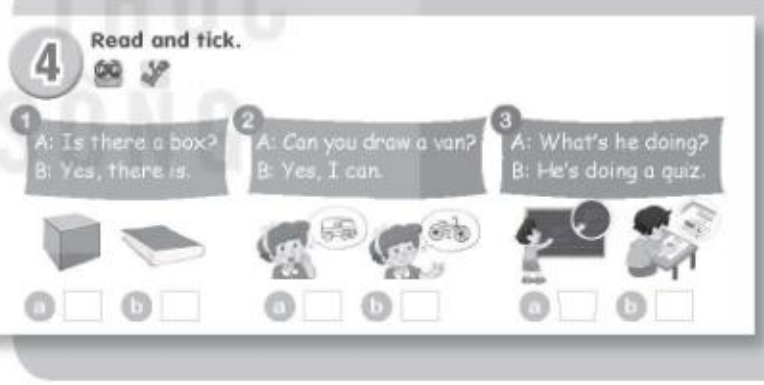
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "fox/question/juice/village".

Step 2: Have pupils write the letters to complete the words (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 3: Have pupils say the words (say "Now say.").

Outcome: Pupils can write the letters *x*, *q*, *j* and *v* to complete target words.

4. Read and tick.



Goal: To correctly identify and pronounce target words and sentence structures.

Input: There are three questions, each containing sentence structures and a pair of pictures.

Procedure: **Step 1:** Have pupils read and say the sentence structures in Question 1 ***Is there a box? Yes, there is.*** (say "Read and say.").

Step 2: Have pupils look at the pictures underneath the sentence structures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "box/book".

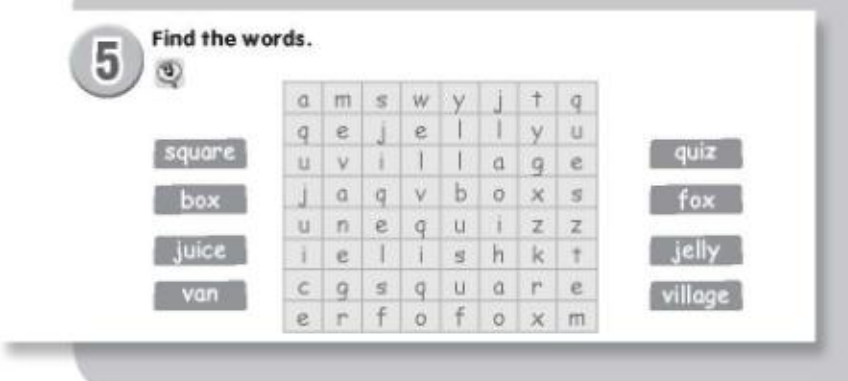
Step 3: Say "Read and tick." and allow pupils time to complete the activity.

Step 4: Check answers by saying "a or b?" When pupils answer correctly, confirm by saying "1a. Is there a box? Yes, there is." and encourage them to repeat.

Step 5: Repeat **Steps 1** to **4** for the sentence structures in Questions 2 and 3.

Outcome: Pupils correctly identify and pronounce target words and sentence structures.

5. Find the words.



Goal: To correctly identify target words.

Input: A word search grid and a list of eight words.

Procedure: **Step 1:** Draw pupils' attention to the word search and the list of eight words. Have them point to and say each word (say "Point and say.").

Step 2: Say "Find the words." and allow pupils time to complete the activity.

Step 3: Check answers by showing the word search grid on the board and inviting pupils to come to the front and circle the words.

Outcome: Pupils can correctly identify target words.

6. Write the words.



Goal: To correctly spell and complete target words.

Input: The picture shows a village in the countryside. A boy is drawing a square. There is a box beside him. A grandmother and a granddaughter are sitting on a blanket. On the blanket, there is a jug of juice and a plate of jelly.

There is a volleyball near the blanket.

The words *village*, *square*, *box*, *juice*, *jelly* and *volleyball* are labelled for completion.

Procedure: **Step 1:** Have pupils look at and describe the picture using the words learnt.

Step 2: Write *v* _ _ _ _ _ _ on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying "village" and encourage them to repeat.

Step 3: Repeat **Step 2** for square (*s* _ _ _ _ _), *box* (*b* _ _), *juice* (*j* _ _ _ _), *jelly* (*j* _ _ _ _) and *volleyball* (*v* _ _ _ _ _ _ _ _ _).

Step 4: Say "Write the words." and allow pupils time to complete the activity.

Step 5: Check answers by inviting six pupils to come to the front and complete the words *village*, *square*, *box*, *juice*, *jelly* and *volleyball* on the board.

Outcome: Pupils can correctly spell and complete target words.

Unit 9 In the grocery store

Objectives

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

– correctly pronounce the name of the letter *Y/y* (/waɪ/);

– correctly pronounce the sound of the letter *Y/y* (/j/) in isolation and in the words *yogurt*, *yams* and *yo-yos*;

– say a chant with the sound of the letter *Y/y* (/j/), the words *yo-yos, yams* and *yogurt* and the sentence structure ***Can you see the _____?***

– recognise target words and the sentence structure while listening;

– write the letter *Y/y* and complete the words *yams, yogurt* and *yo-yos*;

– use the sentence structures ***What do you want?*** and ***I want some _____.*** to ask and answer questions about what someone wants to buy in a grocery store;

– sing a song with the sentence structure ***I want some _____.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by having them sing the song from Unit 8, Lesson 3.

– Introduce the topic of the new unit by showing a picture of a grocery store. Ask pupils what there is to buy in a grocery store.

– Say "Open your books at page 40 and look at Unit 9, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *Y/y* and the sound /j/, both in isolation and in the words *yogurt*, *yams* and *yo-yos*.

Input: The picture shows a grocery store. A mother and a son are shopping.

Yogurt, *yams* and *yo-yos* are labelled, with the letter *y* in red.

(Yams are a type of root vegetable. Their taste is similar to sweet potatoes'.)



The sound of the letter *Y/y (/j/)* is the focus of Unit 9.

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

Step 2: Have pupils point to the letter *Y/y* (say "Point to the letter *Y*."). Explain that the name of the letter *Y/y* is different to its sound (say "Listen. /waɪ/ /j/.").

Step 3: Play the recording of the name and sound of the letter *Y/y* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the yogurt (say "Look at the yogurt."). Then have them point to the word *yogurt* (say "Point to the word *yogurt*."). Draw their attention to the colour of the letter *y* (say "Look at the colour of the letter *y*. It is red.").

Step 5: Play the recording of *yogurt* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *yams* and *yo-yos*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *Y/y*, *yogurt*, *yams* and *yo-yos* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *Y/y* and the sound /j/, both in isolation and in the words *yogurt*, *yams* and *yo-yos*.

2. Point and say.

Goal: To correctly identify and pronounce the words *yogurt*, *yams* and *yo-yos*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter *Y/y* and correctly pronounce its name and sound (say "Point to the letter *Y*. Say /waɪ/. Now say /j/.").



Step 2: Have pupils point to and correctly pronounce the word *yogurt* (say "Point to the yogurt. Say *yogurt*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *yams* and *yo-yos*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *yogurt*, *yams* and *yo-yos*.

Fun corner

Whispers

Goal: To correctly pronounce the target words *yogurt, yams* and *yo-yos*.

Input: The target words are whispered first by the teacher.

Procedure: **Step 1:** Divide the class into two teams. Tell each team to form a line.

Step 2: Explain that when you whisper a word to the first pupil in each line, they must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, they should call it out. A correct word scores one point.

Step 3: Play the game.

Step 4: Count the points for each team and announce the winner. The team with the most points wins. The winning team must say all three words aloud for the rest of the class.

Outcome: Pupils can correctly pronounce the target words *yogurt, yams* and *yo-yos*.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*Y/y*, /j/).

– Show pictures of the words that pupils learnt in Lesson 1 (*yogurt, yams, yo-yos*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *Y/y*.

– Say "Open your books at page 41 and look at Unit 9, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *Y/y* (/j/), the words *yo-yos, yams* and *yogurt* and the sentence structure ***Can you see the _____?***



Input: A chant about a grocery store.

The picture shows a mother and a son shopping in a grocery store. The mother is pushing a trolley. The son is holding two yo-yos.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the yo-yos (say "Look at the picture. Point to the yo-yos.").

Step 2: Say "Can you see the yo-yos?" and encourage pupils to repeat. To reinforce their understanding, point to your eyes as you say "see".

Step 3: Repeat **Steps 1** and **2** for *yams* and *yogurt*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *Y/y* (/j/), the words *yo-yos, yams* and *yogurt* and the sentence structure ***Can you see the _____?***

4. Listen and tick.



Goal: To recognise the words *yo-yos*, *yogurt* and the sentence structure ***I can see _____.*** while listening.

Input: 1. Pictures: (a) two yo-yos and (b) two spinning tops.

Audio script: I can see some yo-yos.

2. Pictures: (a) two cartons of milk and (b) four pots of yogurt.

Audio script: I can see some yogurt.

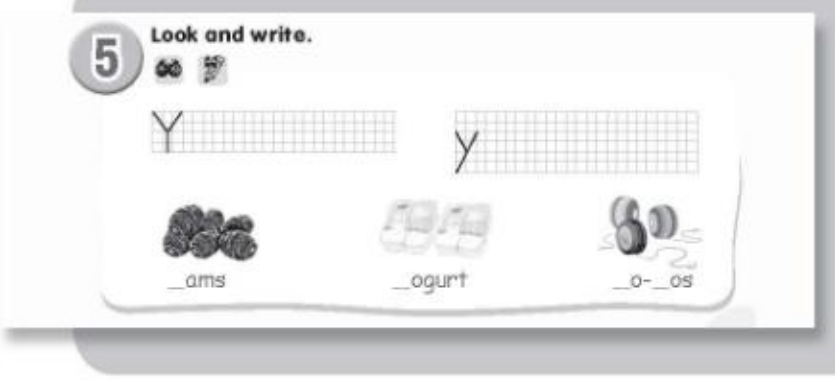
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "yo-yos/spinning tops/milk/yogurt".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. I can see some yo-yos."/"2b. I can see some yogurt." and encourage them to repeat.

Outcome: Pupils can recognise the words *yo-yos*, *yogurt* and the sentence structure ***I can see _____.*** while listening.

5. Look and write.



Goal: To write the letter *Y/y* and complete the words *yams, yogurt* and *yo-yos*.

Input: Writing grids for *Y* (upper case) and *y* (lower case).

Pictures of some yams, yogurt and yo-yos, with the labels __*ams*, __*ogurt* and __*o*-__*os* for completion.

Procedure: **Step 1:** Write the letter *Y* (upper case) on the board and say "Y" (/waɪ/).

Step 2: Write the letter *Y* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *Y* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *y* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the picture and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *Y/y* and complete the words *yams, yogurt* and *yo-yos.*

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of some yogurt, yams and yo-yos. Say "I can see some _____." and encourage pupils to complete the sentence with "yogurt/yams/yo-yos".

– Say "Open your books at page 42 and look at Unit 9, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***What do you want?*** and ***I want some*** _____. to ask and answer questions about what someone wants to buy in a grocery store. These sentence structures are used in an informal situation, and the tone of the speaker (the shop assistant) is likely to be a cheerful, friendly one.



Input: The picture shows a grocery store.

The shop assistant is saying "What do you want?" The mother is saying "I want some yams."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat.").
Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***What do you want?*** and ***I want some*** _____. to ask and answer questions about what someone wants to buy in a grocery store.

7. Let's talk.



Goal: To use the sentence structures ***What do you want?*** and ***I want some _____.*** to ask and answer questions about what someone wants to buy in a grocery store.

Input: There are three pictures showing (a) some yams, (b) some yogurt, and (c) some yo-yos, together with the incomplete sentence structures ***What do you want?*** and ***I _____.***

Procedure: **Step 1:** Write *What do you want?* on the board. Underneath the question, write *I want some yams.* and underline the phrase *want some yams.*

Step 2: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "What do you want?" and encourage them to answer "I want some yams."

Step 3: Erase the phrase *want some yams* and repeat **Steps 2** and **3** for Pictures b and c.

Step 4: Have pupils work in pairs to look at each picture and practise asking and answering questions about what they want to buy in a grocery store. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***What do you want?*** and ***I want some _____.*** to ask and answer questions about what someone wants to buy in a grocery store.

8. Let's sing!



Goal: To sing a song with the sentence structure ***I want some _____.***

Input: A song about a grocery store.

The picture shows a mother and a son shopping in a grocery store.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What do you want?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structure ***I want some _____.***

Unit 10 At the zoo

Objectives

By the end of the unit, pupils will be able to:
- correctly pronounce the name of the letter *Z/z* (/zed/);
- correctly pronounce the sound of the letter *Z/z* (/z/) in isolation and in the words *zoo*, *zebu* and *zebra*;
- say a chant with the sound of the letter *Z/z* (/z/), the words *zoo*, *zebra* and *zebu* and the sentence structure ***That's a _____.***
- recognise target words and the sentence structure while listening;
- complete and say the words *zoo*, *zebu* and *zebra*;
- use the sentence structures ***Do you like the _____?*** and ***Yes, I do./No, I don't.*** to ask and answer questions about likes and dislikes.
- sing a song with the sentence structures ***Do you like the _____?*** and ***Yes, I do./ No, I don't.***

LESSON 1 (Period 1)

Warm-up

- Refresh pupils' memory of the previous unit by having them sing the song from Unit 9, Lesson 3.
- Introduce the topic of the new unit by showing pictures of different animals you can see at the zoo, e.g. monkey, tiger, zebra. Ask pupils where you might see these animals and if they have ever been to a zoo.
- Say "Open your books at page 43 and look at Unit 10, Lesson 1."

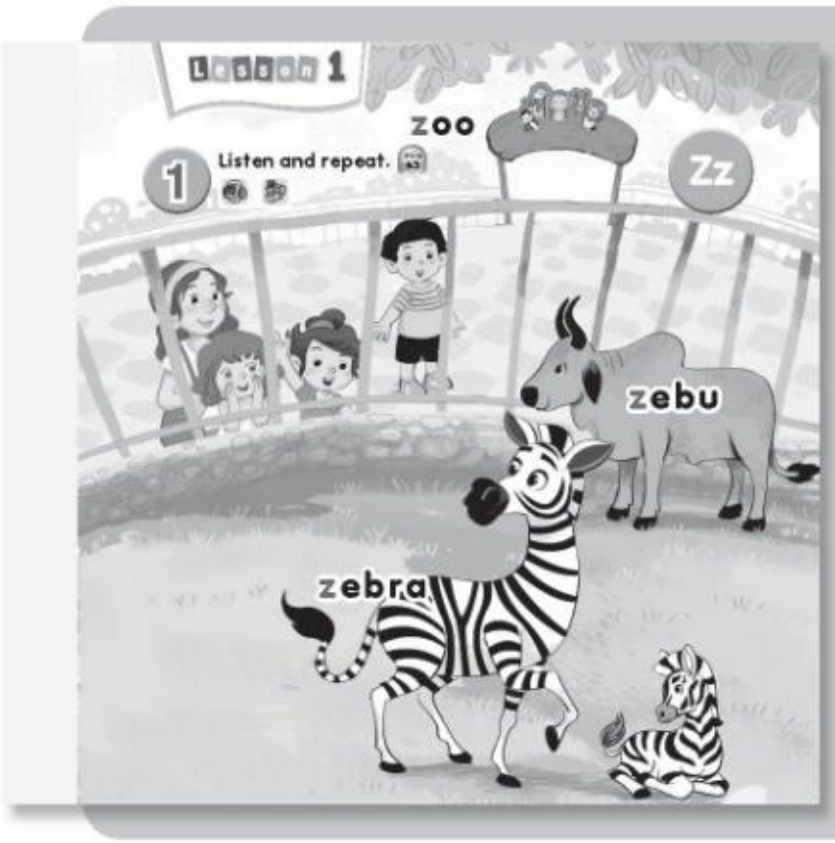
1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *Z/z* and the sound /z/, both in isolation and in the words *zoo*, *zebu* and *zebra*.

Input: The picture shows a zoo.

Zoo, *zebu* and *zebra* are labelled, with the letter *z* in red.

(A zebu is a species of South Asian cattle, with a distinctively large hump on its shoulders.)



The sound of the letter *Z/z (/z/)* is the focus of Unit 10.

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

Step 2: Have pupils point to the letter *Z/z* (say "Point to the letter *Z*."). Explain that the name of the letter *Z/z* is different to its sound (say "Listen. /zed/ /z/.").

Step 3: Play the recording of the name and sound of the letter *Z/z* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the zoo (say "Look at the zoo."). Then have them point to the word *zoo* (say "Point to the zoo."). Draw their attention to the colour of the letter *z* (say "Look at the colour of the letter *z*. It is red.").

Step 5: Play the recording of *zoo* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *zebu* and *zebra*.

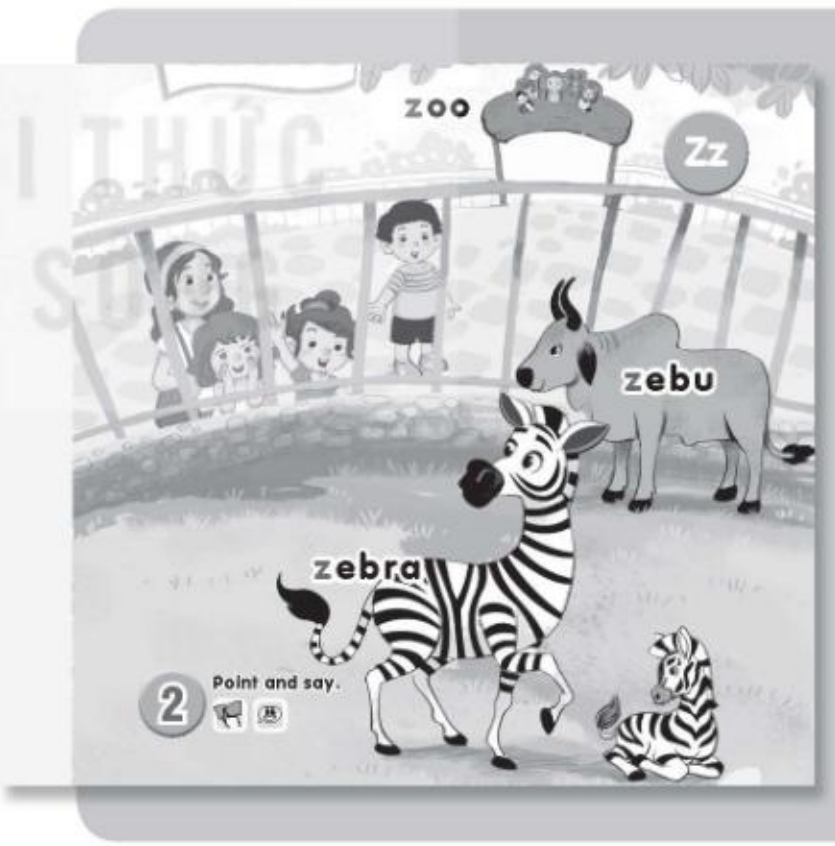
Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *Z/z*, *zoo*, *zebu* and *zebra* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *Z/z* and the sound /z/, both in isolation and in the words *zoo*, *zebu* and *zebra*.

2. Point and say.

Goal: To correctly identify and pronounce the words *zoo*, *zebu* and *zebra*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *Z/z* and correctly pronounce its name and sound (say "Point to the letter *Z*. Say /zed/. Now say /z/.").

Step 2: Have pupils point to and correctly pronounce the word *zoo* (say "Point to the zoo. Say *zoo*.").

Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *zebu* and *zebra*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *zoo*, *zebu* and *zebra*.

Fun corner

Kim's Game

Goal: To recognise target words while listening and successfully recall the position of the relevant pictures.

Input: Two sets of flashcards, each of which contains eight cards showing pictures of objects, food, animals, etc. that pupils learnt. Make sure to include the words pupils learnt in this lesson.

Procedure: **Step 1:** Divide the class into two teams. Say "You are going to play a memory game."

Step 2: Display both sets of cards face up on the board. Give pupils two minutes to memorise their set.

Step 3: Turn the cards face down on the board. Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils' turn is over, they must put the cards back on the board and return to their seats.

Step 4: Play the game. Remember to nominate a pupil from each team before saying the word.

Step 5: Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words.

Outcome: Pupils can recognise target words while listening and successfully recall the position of the relevant pictures.

LESSON 2 (Period 2)

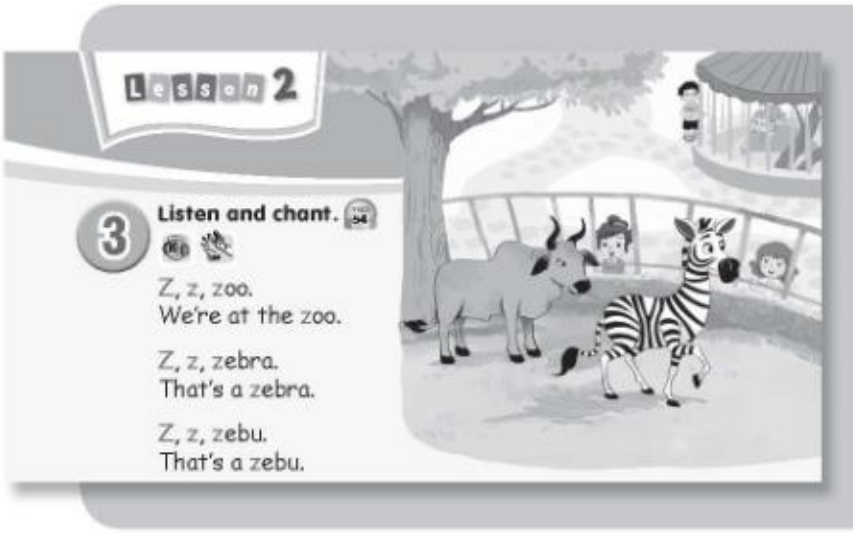
Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*Z/z*, /z/).

– Show pictures of the words that pupils learnt in Lesson 1 (*zoo*, *zebu* and *zebra*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *Z/z*.

– Say "Open your books at page 44 and look at Unit 10, Lesson 2."

3. Listen and chant.



Goal: To say a chant with the sound of the letter *Z/z* (/z/), the words *zoo*, *zebra* and *zebu* and the sentence structure ***That's a _____.***

Input: A chant about the zoo.

The picture shows some children at the zoo. They are looking at a zebu and a zebra.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the zebu/zebra (say "Look at the picture. We're at the zoo. Point to the zebu/zebra.").

Step 2: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 3: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 4: Repeat **Step 3** for the other lines of the chant.

Step 5: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 6: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *Z/z* (/z/), the words *zoo*, *zebra* and *zebu* and the sentence structure ***That's a _____.***

4. Listen and circle.

Goal: To recognise the words *zebra*, *zebu* and the sentence structure ***That's a _____.*** while listening.



Input: 1. Pictures: (a) a zebra and (b) a tiger.

Audio script: That's a zebra.

2. Pictures: (a) a monkey and (b) a zebu.

Audio script: That's a zebu.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "zebra/tiger/monkey/zebu".

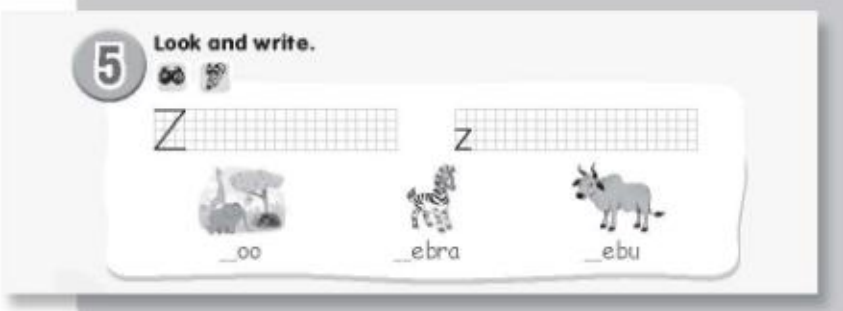
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. That's a zebra."/"2b. That's a zebu." and encourage them to repeat.

Outcome: Pupils can recognise the words *zebra, zebu* and the sentence structure ***That's a _____.*** while listening.

5. Look and write.

Goal: To write the letter *Z/z* and complete the words *zoo*, *zebra* and *zebu*.



Input: Writing grids for *Z* (upper case) and *z* (lower case).

Pictures of a zoo, a zebra and a zebu, with the labels *__oo*, *__ebra* and *__ebu* for completion.

Procedure: **Step 1:** Write the letter *Z* (upper case) on the board and say "Z" (/zed/).

Step 2: Write the letter *Z* (upper case) on the board again, but this time more slowly.

Invite a few pupils to come to the front of the class and write the letter *Z* (upper case) on the board.

Step 3: Repeat **Steps 1** and **2** for *z* (lower case).

Step 4: Have pupils look at the writing grids (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 5: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Outcome: Pupils can write the letter *Z/z* and complete the words *zoo*, *zebra* and *zebu*.

LESSON 3 (Period 3)

Warm-up

– Draw or show pictures of different zoo animals. Point and say "That's a _____." and encourage pupils to complete the sentence with the correct animal name.

– Say "Open your books at page 45 and look at Unit 10, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structures ***Do you like the _____?*** and ***Yes, I do./No, I don't.*** to ask and answer questions about likes and dislikes.

Input: The picture shows three children at the zoo.

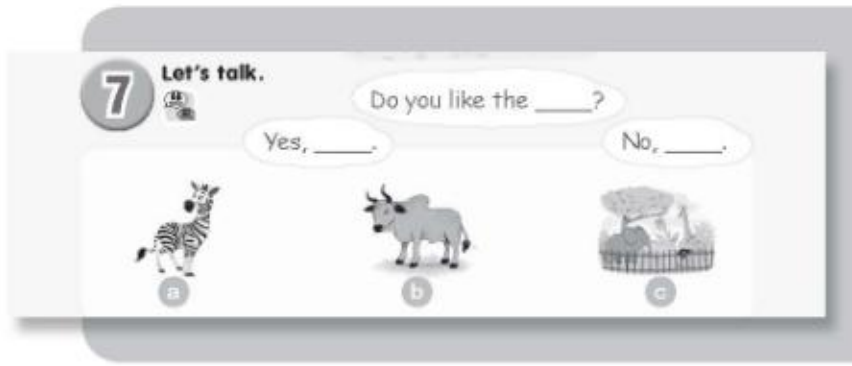
One girl is saying "Do you like the zoo?" The other girl is saying "No, I don't." The boy is saying "Yes, I do."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Do you like the zoo?" – "Yes, I do./ No, I don't."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Do you like the _____?*** and ***Yes, I do./ No, I don't.*** to ask and answer questions about likes and dislikes.

7. Let's talk.



Goal: To use the sentence structures ***Do you like the _____?*** and ***Yes, I do./No, I don't.*** to ask and answer questions about likes and dislikes.

Input: There are three pictures showing (a) a zebra, (b) a zebu, and (c) a zoo, together with the incomplete sentence structures ***Do you like the _____?*** and ***Yes, _____./ No, _____.***

Procedure: **Step 1:** Write *Do you like the _____?* on the board. Underneath the question, write *Yes, _____.* and *No, _____.* Ask Ss what to say if they like and what to say if they do not like something. Confirm the correct answer by writing *Yes, I do.* and *No, I don't.* in the gaps.

Step 2: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Do you like the _____?" and encourage them to complete the sentence with "zebra".

Step 3: Say "Do you like the zebra?" Point to each of the possible answers written on the board and encourage pupils to answer "Yes, I do." or "No, I don't.", depending on their own individual likes and dislikes.

Step 4: Repeat **Steps 2** and **3** for Pictures b and c.

Step 5: Have pupils work in pairs to look at each picture and practise asking and answering questions about likes and dislikes. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***Do you like the _____?*** and ***Yes, I do./ No, I don't.*** to ask and answer questions about likes and dislikes.

8. Let's sing!

Goal: To sing a song with the sentence structures ***Do you like the _____?*** and ***Yes, I do./No, I don't.***

Input: A song about the zoo.

The picture shows some children at the zoo. They are looking at a zebra and a zebu.



Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Do you like the zebu/zebra?" and encourage them to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!" Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Do you like the _____?*** and ***Yes, I do./No, I don't.***

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Fun time 3

Fun time 3 is an opportunity for pupils to do some fun activities and games, and to practise speaking English. It is also a chance for them to revise what they learnt in the preceding units. Each *Fun time* section is taught across two lessons:

Lesson	Activity	Objective
1	1	Review target vocabulary.
	2	Play a game to review target vocabulary.
2	3	Revise target sentence structure(s).
	4	Play a game to review target vocabulary.

Objectives

In *Fun time 3*, pupils will:

– correctly identify and pronounce the words *yogurt, yams, yo-yos, zoo, zebu* and *zebra*;

– correctly spell and write the words *yogurt*, *yams*, *zoo* and *zebu*;

– write the words *yogurt*, *yams*, *zoo*, *zebu* and complete the sentence structures ***I want some _____.*** and ***Do you like the _____?***

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 1

1. Circle and match. Then say.



Goal: To correctly identify and pronounce the words *yogurt, yams, zoo, zebra* and *yo-yos*.

Input: Five pictures and a set of letters.

Procedure: **Step 1:** Draw pupils' attention to Picture a (say "Look at Picture a.").

Step 2: Elicit the word indicated by the picture. When pupils answer correctly, confirm by saying *"yo-yos"* but don't write the word on the board.

Step 3: Repeat **Steps 1** and **2** for Pictures b *"yams"*, c "yogurt", d "zoo" and e "zebra".

Step 4: Draw pupils' attention to the set of letters. Have them circle the letters to make words (say "Circle the letters to make words."). Then ask them to match the words with the correct pictures. Go around the class to offer help, if necessary.

Step 5: Write the set of letters on the board. Nominate five pupils to come to the front and circle the letters to make words on the board. Encourage the rest of the class to help them and to check their own answers.

Step 6: Point to each word and encourage pupils to say it both individually and in chorus (say "Say: yogurt/ yams/ zoo/ zebra/ yo-yos."). Correct pupils' pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can correctly identify and pronounce the words *yogurt/ yams/zoo/zebra/ yo-yos.*

2. Let's play.

What and where



Goal: To correctly identify and pronounce the words *zebu, yogurt, zebra, zoo, yams.*

Input: A board with five target words written on it. All the words are in circles.

Procedure: **Step 1:** Write five target words on the board. Draw a circle around each word.

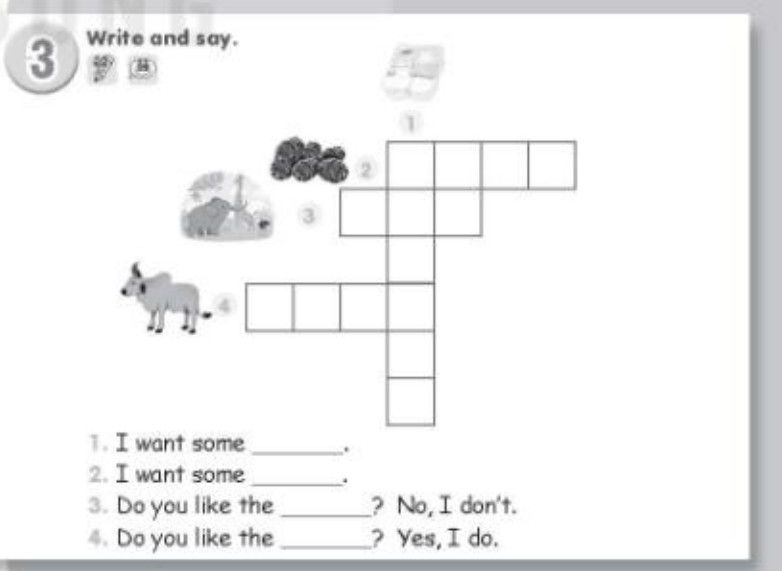
Step 2: Tell pupils to look at and remember the words. Explain that when you erase one of the words, pupils must try to rememner it. When you erase a second word, pupils must try to remember both words. Continue until all the words have been erased and pupils can say all five from memory.

Step 3: Play the game.

Outcome: Pupils can correctly identify and pronounce the words *zebu, yogurt, zebra, zoo, yams.*

LESSON 2

3. Write and say.



Goal: To correctly spell and write the words *yogurt, yams, zoo, zebu* and complete the sentence structures ***I want some _____.*** and ***Do you like the _____?***

Input: A crossword grid with four picture clues.

Procedure: **Step 1:** Draw pupils' attention to Picture 1 (say "Look at Picture 1.") and encourage them to say *yogurt*.

Step 2: Have pupils work in pairs to correctly spell and write *yogurt* in the crossword grid. Go around the class to offer help, if necessary.

Step 3: Write *I want some* _____. on the board and encourage pupils to complete the sentence with *yogurt*. Write *yogurt* in the gap and encourage pupils to say the full sentence structure.

Step 4: Repeat **Steps 1** to **3** for Picture 2 *I want some yams.* Picture 3 *Do you like the zoo?* and Picture 4 *Do you like the zebu?*

Step 5: Have pupils say the completed sentences aloud (say *"Now say."*). Do this several times, with pupils saying the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can correctly spell and write the words *yogurt, yams, zoo, zebu* and complete the sentence structures ***I want some*** _____**.** and ***Do you like the*** _____***?***

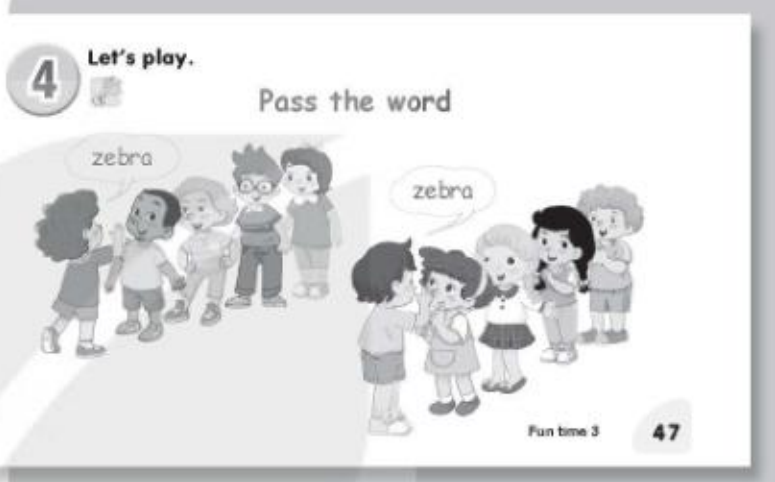
4. Let's play.

Pass the word

Goal: To correctly identify and pronounce the words *yogurt, yams, yo-yos, zoo, zebra* and *zebu*.

Input: A picture of a class playing the game.

Flashcards showing target words.



Procedure: **Step 1:** Divide the class into two teams. Have each team stand in a line.

Step 2: Give the first pupil in each line a flashcard. Explain that he/she must read the word (without saying it out loud!) and then whisper it to the next pupil in the line. The second pupil must then whisper it to the third, and so on. When the word reaches the last pupil in the line, he/she should call it out. The first team to call out a correct word wins.

Step 3: Play the game.

Outcome: Pupils can correctly identify and pronounce the words *yogurt, yams, yo-yos, zoo, zebra* and *zebu*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 11 In the playground

Objectives

By the end of the unit, pupils will be able to:
- correctly pronounce the name of the letter *I/i* (/aɪ/);
- correctly pronounce the sound of the letter *I/i* (/aɪ/) in isolation and in the words *sliding*, *riding* and *driving*;
- say a chant with the sound of the letter *I/i* (/aɪ/), the words *riding, driving* and *sliding* and the sentence structure ***He's/She's/They're _____ (verb + –ing).***
- recognise target words and the sentence structure while listening;
- complete the words *riding*, *driving* and *sliding*;
- use the sentence structure ***They're _____ (verb + –ing).*** to say what other people are doing;
- sing a song with the sentence structure ***They're _____ (verb + –ing).***

LESSON 1 (Period 1)

Warm-up

- Refresh pupils' memory of the previous unit by showing pictures of different animals you can see at the zoo (e.g. zebu, zebra, monkey, tiger, snake). Encourage them to identify each animal by saying "That's a _____." Say "Do you like the _____?" and encourage them to answer with "Yes, I do./ No, I don't."
- Introduce the topic of the new unit by showing a picture of a playground. Ask pupils what they like to do in the playground.
- Say "Open your books at page 48 and look at Unit 11, Lesson 1."

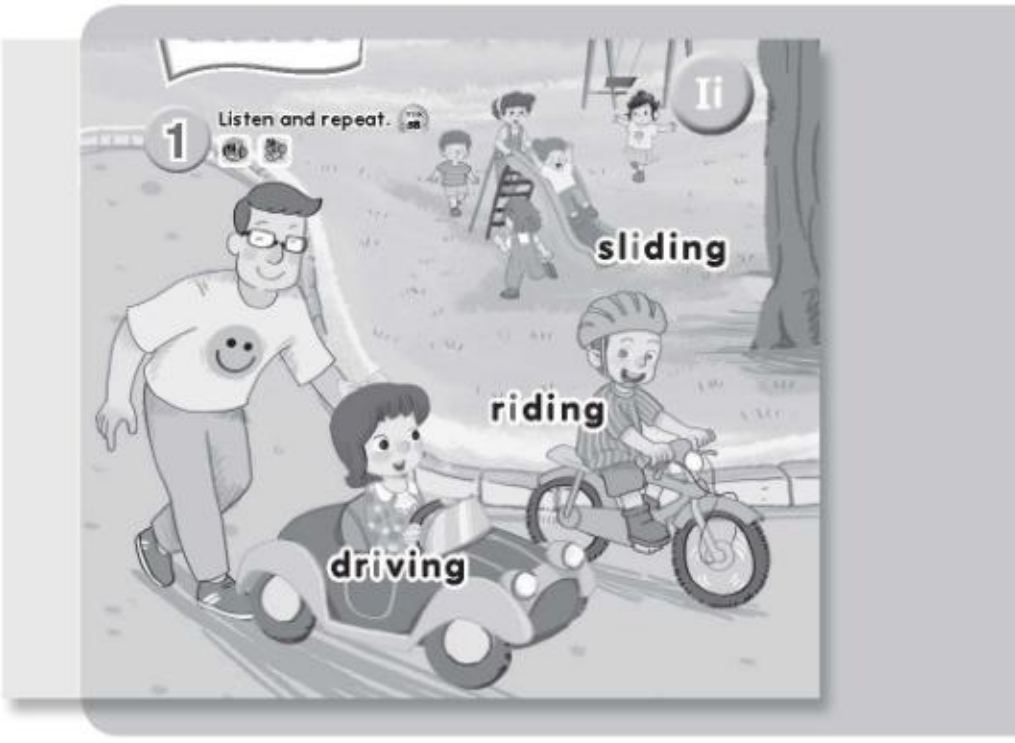
1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *I/i* and the sound /aɪ/, both in isolation and in the words *sliding*, *riding* and *driving*.

Input: The picture shows a playground. A girl is driving a toy car. A boy is riding a bike. Some other children are sliding.

Sliding, *riding* and *driving* are labelled, with the letter *i* in red.

The sound of the letter *I/i (/aɪ/)* is the focus of Unit 11.



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

Step 2: Have pupils point to the letter *I/i* (say "Point to the letter *I*."). Explain that the name of the letter *I/i* is the same as its sound (say "Listen. /aɪ/ /aɪ/.").

Step 3: Play the recording of the name and sound of the letter *I/i* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at some children sliding (say "Look at the children sliding."). Then have them point to the word *sliding* (say "Point to the word *sliding*."). Draw their attention to the colour of the letter *i* (say "Look at the colour of the letter *i*. It is red.").

Step 5: Play the recording of *sliding* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *riding* and *driving*.

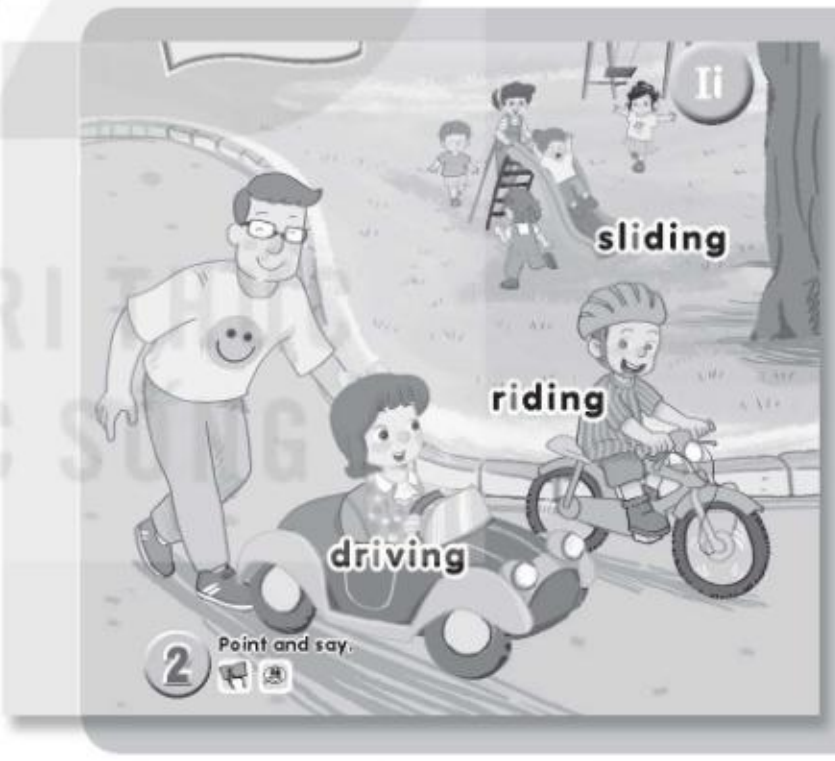
Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *I/i*, *sliding*, *riding* and *driving* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *I/i* and the sound /aɪ/, both in isolation and in the words *sliding*, *riding* and *driving*.

2. Point and say.

Goal: To correctly identify and pronounce the words *sliding*, *riding* and *driving*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *I/i* and correctly pronounce its name and sound (say "Point to the letter *I*. Say /aɪ/. Now say /aɪ/.")

Step 2: Have pupils point to and correctly pronounce the word *sliding* (say "Point to the word *sliding*. Say *sliding*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *riding* and *driving*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *sliding*, *riding* and *driving*.

Fun corner

Action race

Goal: To recognise target words in verb + *–ing* form as quickly as possible.

Input: A set of large flashcards showing target words in verb + *–ing* form (including *sliding, riding* and *driving*).

Procedure: **Step 1:** Divide the class into two teams. Tell pupils to stand together in their teams.

Step 2: Explain that when you show pupils a flashcard, teams race to mime the action. The first team to correctly mime the action wins one point.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can recognise target words in verb + *–ing* form as quickly as possible.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*I/i*, /aɪ/).

– Show pictures of the words that pupils learnt in Lesson 1 (*sliding*, *riding*, *driving*) and encourage them to say the words in chorus. More advanced classes can add other words that contain the letter *I/i*.

– Say "Open your books at page 49 and look at Unit 11, Lesson 2."

3. Listen and chant.



Goal: To say a chant with the sound of the letter *I/i*, (/aɪ/), the words *riding*, *driving* and *sliding* and the sentence structure ***He's/She's/ They're*** **_____ (verb + *–ing*).**

Input: A chant about the playground.

The picture shows a girl riding a bike, a boy driving a car and two boys sliding down a slide.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the bike (say "Look at the picture. Point to the bike.").

Step 2: Say "She's riding a bike." and encourage pupils to repeat. To reinforce their understanding, mime riding a bike.

Step 3: Repeat **Steps 1** and **2** for *driving* and *sliding*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *I/i*, (/aɪ/), the words *riding*, *driving* and *sliding* and the sentence structure ***He's/She's/They're _____* (verb + *–ing*).**

4. Listen and tick.



Goal: To recognise the words *sliding*, *riding* and sentence structure ***She's/ They're _____ (verb + –ing).*** while listening.

Input: 1. Pictures: (a) a boy and a girl sliding and (b) two boys playing football.

Audio script: They're sliding.

2. Pictures: (a) a girl riding a bike and (b) a boy driving a car.

Audio script: She's riding a bike.

Procedure: **Step 1:** Have pupils look at the pictures and say what the children are doing (say "Point and say. What are they doing?"). When pupils answer correctly, confirm by saying "sliding/playing football/riding a bike/driving a car".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. They're sliding."/"2a. She's riding a bike." and encourage them to repeat.

Outcome: Pupils can recognise the words *sliding*, *riding* and sentence structure ***She's/ They're _____ (verb + –ing).*** while listening.

5. Write and say.



Goal: To complete the words *riding*, *driving* and *sliding*.

Input: Pictures of two girls riding bikes, two boys driving cars and four children sliding, with the labels *r__ding*, *dr__ving* and *sl__ding* for completion.

Procedure: **Step 1:** Write the letter *i* (lower case) on the board and say "i" (/aɪ/).

Step 2: Write the letter *i* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *i* (lower case) on the board.

Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete the words *sliding*, *riding* and *driving*.

LESSON 3 (Period 3)

Warm-up

– Mime the actions from Lesson 2 and have pupils say what you are doing (*sliding, riding, driving*).

– Say "Open your books at page 50 and look at Unit 11 Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structure ***They're*** _____ **(verb + *–ing*).** to say what other people are doing.

Input: The picture shows a playground. Three boys are driving cars. A girl is watching them.

The girl is saying "They're driving cars."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "They're driving cars."

Step 2: Have pupils point to the sentence (say "Point to the sentence."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structure ***They're*** _____ **(verb + *–ing*).** to say what other people are doing.

7. Let's talk.



Goal: To use the sentence structure ***They're*** _____ **(verb + *–ing*).** to say what other people are doing.

Input: There are three pictures showing (a) three children driving cars, (b) three children sliding, and (c) three children riding bikes, together with the incomplete sentence structure ***They're*** _____ **(verb + *–ing*).**

Procedure: **Step 1:** Write *They're driving.* on the board and underline the word *driving*. Say "They're driving."

Step 2: Erase *driving* and replace it with *sliding*. Say "They're sliding."

Step 3: Repeat **Step 2** for *riding*.

Step 4: Erase *riding* and leave the incomplete sentence structure ***They're*** _____**.** on the board.

Step 5: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "What are they doing?" and encourage pupils to answer using the full sentence structure. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Step 5** for Pictures b and c.

Outcome: Pupils can use the sentence structure ***They're*** _____ **(verb + *–ing*).** to say what other people are doing.

8. Let's sing!



Goal: To sing a song with the sentence structure ***They're*** _____ **(verb + *–ing*).**

Input: A song about the playground.

The picture shows children sliding, riding bikes and driving cars.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What are they doing?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!" Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structure ***They're*** _____ **(verb + *–ing*).**

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 12 At the café

Objectives

By the end of the unit, pupils will be able to:
– correctly pronounce the name of the letter *A/a* (/eɪ/);
– correctly pronounce the sound of the letter *A/a* (/eɪ/) in isolation and in the words *grapes, cake* and *table*;
– say a chant with the sound of the letter *A/a* (/eɪ/), the words *cake* and *grapes* and the sentence structure ***He's/She's having _____.***
– recognise target words and the sentence structure while listening;
– complete and say the words *table*, *grapes* and *cake*;
– use the sentence structure ***The _____ is/are on the table.*** to talk about the position of things;
– sing a song with the sentence structure ***The _____ is/are on the table.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by playing a game, e.g. *Slap the board* (see page 54), *Pelmanism* (see page 23), *Whispers* (see page 40).
– Introduce the topic of the new unit by showing a picture of a café. Ask pupils what they might see and do at a café.
– Say "Open your books at page 51 and look at Unit 12, Lesson 1."

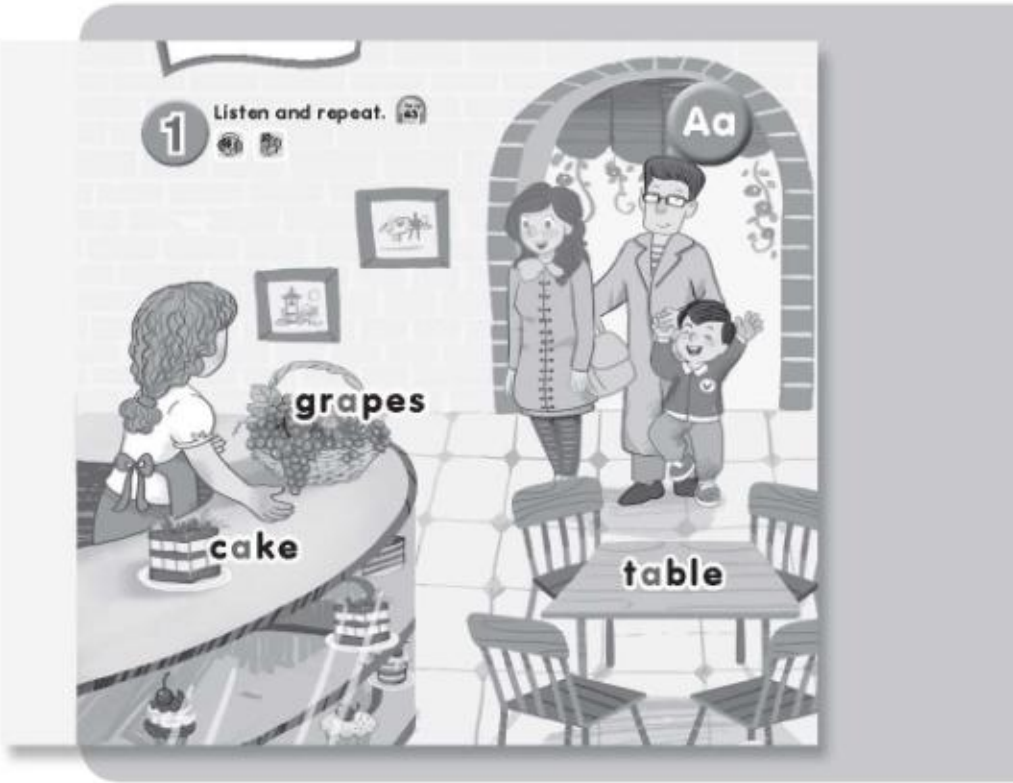
1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *A/a* and the sound /eɪ/, both in isolation and in the words *grapes, cake* and *table*.

Input: The picture shows a café.

Grapes, cake and *table* are labelled, with the letter *a* in red.

The sound of the letter *A/a* (/eɪ/) is the focus of Unit 12.



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

Step 2: Have pupils point to the letter *A/a* (say "Point to the letter *A*."). Explain that the name of the letter *A/a* is sometimes different to its sound (say "Listen. /eɪ/ /æ/."). Encourage pupils to say words containing the sound /æ/, which they learnt in Grade 1.

Step 3: Explain that the name of the letter *A/a* is sometimes the same as its sound (say "Listen. /eɪ/ /eɪ/.").

Step 4: Play the recording of the name and sound of the letter *A/a* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 5: Have pupils look at the grapes (say "Look at the grapes."). Then have them point to the word *grapes* (say "Point to the word *grapes*."). Draw their attention to the colour of the letter *a* (say "Look at the colour of the letter *a*. It is red.").

Step 6: Play the recording of *grapes* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 7: Repeat **Steps 5** and **6** for *cake* and *table*.

Step 8: Play the recording in full and encourage pupils to repeat the name and sound of the letter *a*, *grapes*, *cake* and *table* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *a* and the sound /eɪ/, both in isolation and in the words *grapes*, *cake* and *table*.

2. Point and say.

Goal: To correctly identify and pronounce the words *grapes*, *cake* and *table*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *A/a* and correctly pronounce its name and sound (say "Point to the letter *A*. Say /eɪ/. Now say /eɪ/.").

Step 2: Have pupils point to and correctly pronounce the word *grapes* (say "Point to the grapes. Say *grapes*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *cake* and *table*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *grapes, cake* and *table*.

Fun corner

Spell it!

Goal: To correctly spell target words.

Input: Three sets of flashcards showing the letters to spell the words *cake* (C - A - K - E), *table* (T - A - B - L - E) and *grapes* (G - R - A - P - E - S).

Procedure: **Step 1:** Divide the class into three teams. Give each team a set of flashcards.

Step 2: Explain that teams must spell a word using their flashcards. A correct word scores one point.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can correctly spell target words.

LESSON 2 (Period 2)

Warm-up

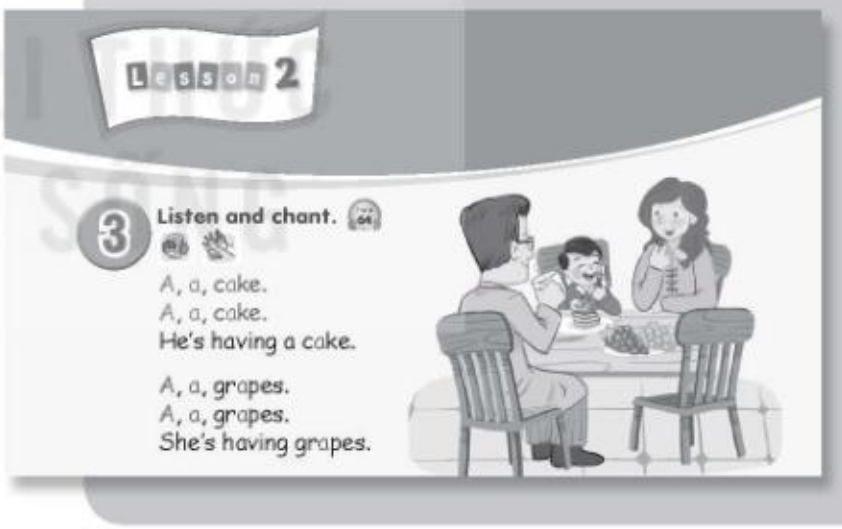
– Ask pupils what letter and sound they learnt in Lesson 1 (*A/a*, /eɪ/).

– Show pictures of the words that pupils learnt in Lesson 1 (*grapes, cake, table*) and encourage them to say the words in chorus. More advanced classes can add other words containing the letter *a*.

– Say "Open your books at page 52 and look at Unit 12, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *A/a* (/eɪ/), the words *cake* and *grapes* and the sentence structure ***He's/She's having _____.***



Input: A chant about a café.

The picture shows a father, a mother and a son at a café. The mother is having grapes. The son is having a cake. The father is drinking coffee.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the cake (say "Look at the picture. Point to the cake.").

Step 2: Say "He's having a cake." and encourage pupils to repeat. To reinforce their understanding, mime eating cake.

Step 3: Repeat **Steps 1** and **2** for *grapes*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *A/a* (/eɪ/), the words *cake* and *grapes* and the sentence structure ***He's/She's having _____.***

4. Listen and circle.



Goal: To recognise the words *cake*, *grapes* and the sentence structure ***He's/She's having _____.*** while listening.

Input: 1. Pictures: (a) a boy having a cake and (b) a boy having apples.

Audio script: He's having a cake.

2. Pictures: (a) a girl having grapes and (b) a girl having bananas.

Audio script: She's having grapes.

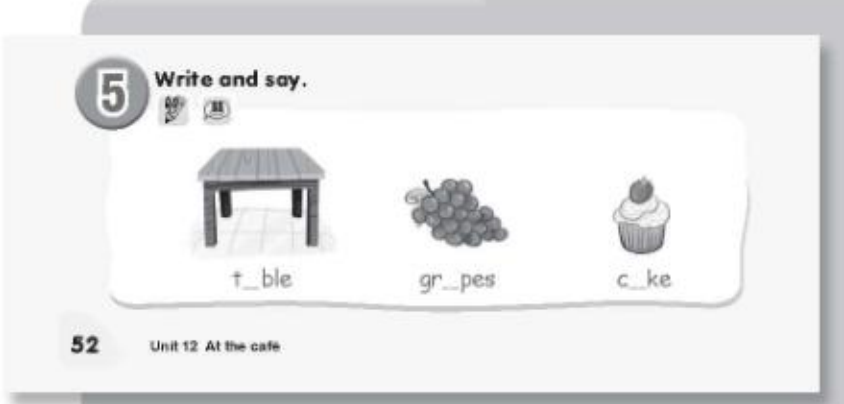
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "cake/apples/grapes/bananas".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. He's having a cake."/"2a. She's having grapes." and encourage them to repeat.

Outcome: Pupils can recognise the words *cake*, *grapes* and the sentence structure ***He's/She's having _____.*** while listening.

5. Write and say.



Goal: To complete and say the words *table*, *grapes* and *cake*.

Input: Pictures of a table, grapes and a cake, with the labels *t__ble*, *gr__pes* and *c__ke* for completion.

Procedure: **Step 1:** Write the letter *a* (lower case) on the board and say "a" (/eɪ/).

Step 2: Write the letter *a* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *a* (lower case) on the board.

Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete and say the words *table*, *grapes* and *cake*.

LESSON 3 (Period 3)

Warm-up

– Have pupils make up a chant based on the chant in Lesson 2, by completing the sentence "He's/She's having _____." Encourage them to identify foods that contain the letter *a*.

– Say "Open your books at page 53 and look at Unit 12, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structure ***The _____ is/are on the table.*** to talk about the position of things.

Input: The picture shows a table with grapes and a cake on it. A girl and a boy are pointing at the table.

The girl is saying "The cake is on the table." The boy is saying "The grapes are on the table."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "The cake is on the table. The grapes are on the table."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structure ***The _____ is/are on the table.*** to talk about the position of things.

7. Let's talk.



Goal: To use the sentence structure ***The _____ is/are on the table.*** to talk about the position of things.

Input: The picture shows a table with (a) an apple, (b) bananas, (c) grapes and (d) a cake on it, together with the incomplete sentence structure ***The _____ is _____. / The _____ are _____.***

Procedure: **Step 1:** Write *The apple is on the table.* on the board and underline the word *apple* and the phrase *on the table*. Say "The apple is on the table".

Step 2: Erase *apple* and replace it with *cake*. Say "The cake is on the table".

Step 3: Write *The bananas are on the table.* on the board and underline the word *bananas* and the phrase *on the table*. Say "The bananas are on the table".

Step 4: Erase *bananas* and replace it with *grapes*. Say "The grapes are on the table".

Step 5: Erase *cake, grapes* and the phrase *on the table* and leave the incomplete sentence structure ***The _____ is _____. / The _____ are _____.*** on the board.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

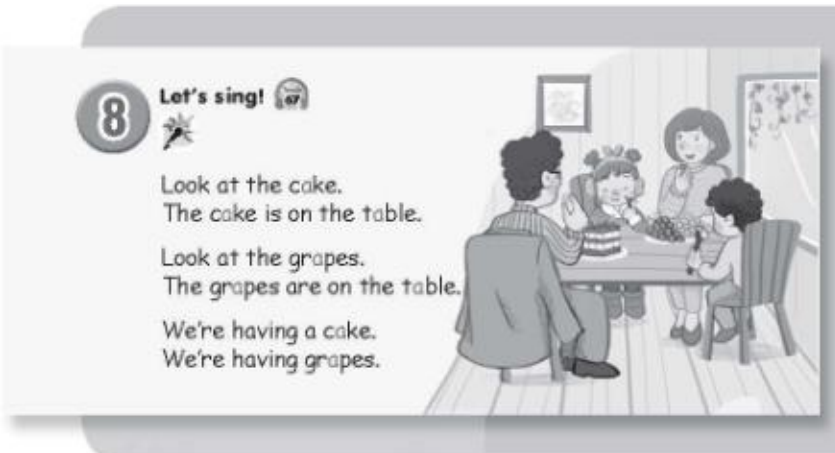
Step 6: Draw pupils' attention to food a (say "Look at food a."). Point at the sentence structure on the board encourage pupils to say "The apple is on the table." Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 7: Repeat **Step 6** for foods b, c and d.

Outcome: Pupils can use the sentence structure ***The _____ is/are on the table.*** to talk about the position of things.

8. Let's sing!

Goal: To sing a song with the sentence structure ***The _____ is/are on the table.***



Input: A song about a café.

The picture shows a father, a mother, a son and a daughter at a café. The father and mother are having grapes. The son and daughter are having cake.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structure ***The _____ is/are on the table.***

Review 3

Objectives

In *Review 3*, pupils will:
– review the names and sounds of the letters *Y/y, Z/z, I/i* and *A/a*;
– review target words and sentence structures;
– practise all four skills (reading, writing, listening, speaking).

Phonics: the sound of the letter *Y/y* (/j/)
the sound of the letter *Z/z* (/z/)
the sound of the letter *I/i* (/aɪ/)
the sound of the letter *A/a* (/eɪ/)

Vocabulary: *yogurt, yams, yo-yos*
zoo, zebu, zebra
sliding, riding, driving
grapes, cake, table

Sentence structures:
What do you want? and ***I want some _____.*** to ask and answer questions about what someone wants to buy in a grocery store.
Do you like the _____? and ***Yes, I do./No, I don't.*** to ask and answer questions about likes and dislikes.
They're _____ (verb + –ing). to say what other people are doing.
The _____ is/are on the table. to talk about the position of things.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PHIL AND SUE

Warm-up

– Refresh pupils' memory of the Unit 9 to12 topics by showing pictures of a grocery store, a zoo, a playground and a café. Encourage pupils to use the words and sentence structures that they learnt.
– Say "Open your books at page 54 and look at Review 3, Phil and Sue."

1. Listen and read.

Goal: To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

Input: There are four pictures in the story.
Picture 1 shows Phil, Peter and Lucy at a table. On the table, there is a birthday cake, grapes, and yogurt. Phil is saying "Today is Super Sue's birthday." Lucy is saying "The cake is on the table." Peter is saying "And the grapes are on the table, too."



Picture 2 shows Phil and two friends at a table. On the table, there is a birthday cake, grapes, and yogurt. Phil is saying "Do you like the cake?" Lucy is saying "Yes, I do."

Picture 3 shows Phil and two friends looking out of the front door. Lucy is saying "Where's Sue?"

Picture 4 shows Phil and two friends looking out of the front door. Sue and Kate are riding bikes up the path. Phil is saying "Oh, Sue and Kate are here. They're riding bikes." Lucy and Peter are saying "Happy birthday, Sue!"

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures."). Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils point to Picture 1 (say "Point to Picture 1."). Play the recording for Picture 1 and encourage pupils to repeat (say "Listen and repeat.").

Step 3: Repeat **Step 2** for Pictures 2, 3 and 4.

Step 4: Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils' pronunciation, if necessary.

Step 5: Invite a few pairs to act out the story for the class.

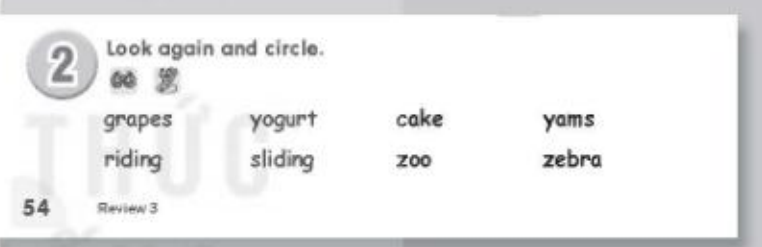
Extra activity: For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.

Outcome: Pupils can correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

2. Look again and circle.

Goal: To correctly identify target words from the story.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to and say the word *grapes* (say "Point to the word grapes. Say *grapes*.").

Step 2: Have pupils look again at the story and try to find *grapes* in one of the pictures (say "Look again. Are there grapes in the story?"). If there are *grapes*, pupils should circle the word/ picture; if not, then they do not need to circle the word/ picture.

Step 3: Repeat **Steps 1** and **2** for *yogurt, cake, yams, riding, sliding, zoo* and *zebra*.

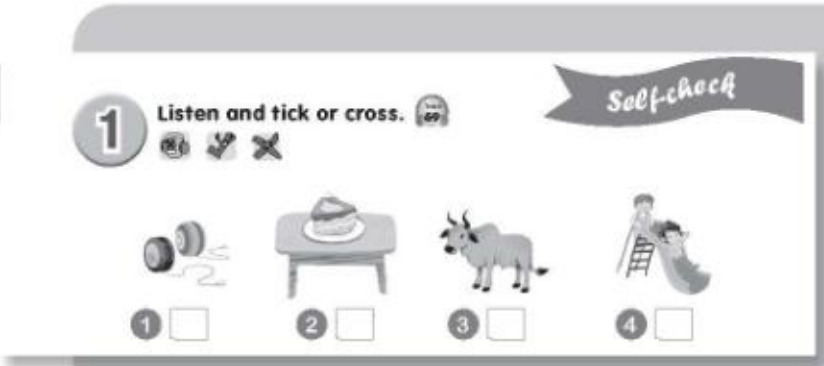
[Answers: *grapes, yogurt, cake, riding*]

Outcome: Pupils can correctly identify target words from the story.

SELF-CHECK

Say "Open your books at page 55 and look at Self-check."

1. Listen and tick or cross.



Goal: To recognise target words while listening.

Input: There are four pictures: 1. two yo-yos, 2. a cake, 3. a zebu and 4. two children sliding.

Audio script:

1. A: What do you want? B: I want some yo-yos.
2. The cake is on the table.
3. I like the zebra.
4. They're riding bikes.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "yo-yos/cake/zebu/sliding".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick or cross."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "Tick or cross?" When pupils answer correctly, confirm by saying "tick/cross".

Outcome: Pupils can recognise target words while listening.

2. Listen and circle.



Goal: To recognise the sounds of letters while listening.

Input: Four pairs of letters:

1. *a* and *i*
2. *y* and *a*
3. *y* and *z*
4. *i* and *z*

Audio script: 1. a 2. y 3. z 4. i

Procedure: **Step 1:** Have pupils look at the letters and say the sounds (say "Point and say."). When pupils answer correctly, confirm by saying "/eɪ/ /j/ /z/ /aɪ/".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

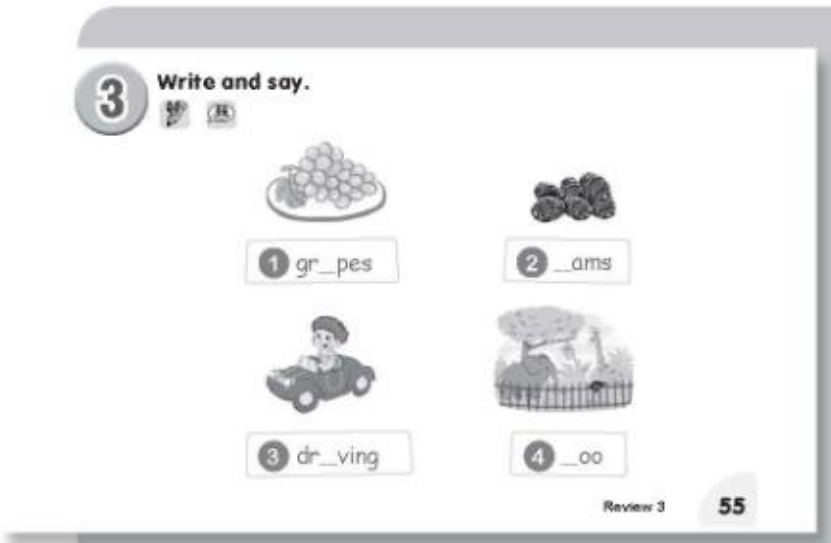
Step 3: Check the answer to Question 1 by asking "/eɪ/ or /aɪ/?" When pupils answer correctly, confirm by saying "/eɪ/" and encourage them to repeat.

Step 4: Repeat **Step 3** for Questions 2, 3 and 4.

Outcome: Pupils can recognise the sounds of letters while listening.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. Write and say.



Goal: To write the letters *a, y, i* and *z* to complete target words.

Input: Pictures of some grapes, some yams, a boy driving a car and a zoo, with the labels *gr__pes, __ams, dr__ving* and *__oo* for completion.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "grapes/yams/driving/zoo".

Step 2: Have pupils write the letters to complete the words (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 3: Have pupils say the words (say "Now say.").

Outcome: Pupils can write the letters *a, y, i* and *z* to complete target words.

4. Read and tick.



Goal: To correctly identify and pronounce target words and sentence structures.

Input: There are three sentences, with two pictures under each sentence.

Procedure: **Step 1:** Have pupils read and say Sentence 1 *They're sliding.* (say "Read and say.").

Step 2: Have pupils look at the pictures underneath the sentence and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "riding/sliding".

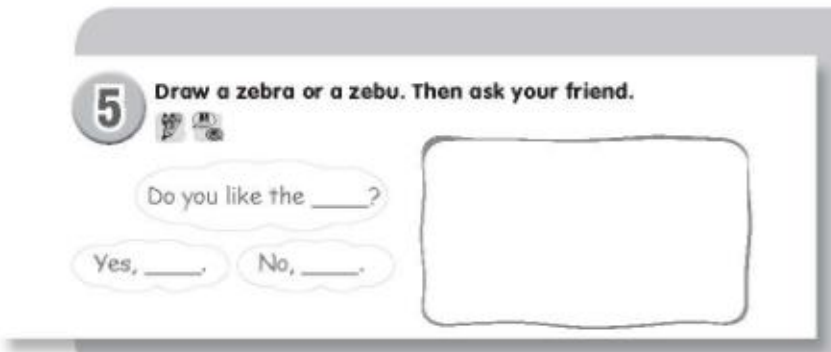
Step 3: Say "Read and tick." and allow pupils time to complete the activity.

Step 4: Check answers by saying "a or b?" When pupils answer correctly, confirm by saying "1b. They're sliding" and encouraging them to repeat.

Step 5: Repeat **Steps 1** to **4** for Sentence 2 *The grapes are on the table.* and Sentence 3 *A: What do you want? – B: I want some yogurt.*

Outcome: Pupils correctly identify and pronounce target words and sentence structures.

5. Draw a zebra or a zebu. Then ask your friend.



Goal: To recognise and draw pictures of target words and use target sentence structures.

Input: A space for pupils to draw a zebra or a zebu.

The target sentence structures ***Do you like the _____?*** and ***Yes, _____./No, _____.***

Procedure: **Step 1:** Have pupils draw a zebra or a zebu (say "Draw a zebra or a zebu.").

Step 2: Have pupils work in pairs to practise asking and answering questions about likes and dislikes.

Outcome: Pupils can recognise and draw pictures of target words and use target sentence structures.

6. Write the words.

Goal: To correctly spell and complete target words.



Input: The picture shows the countryside. There are two children sliding. There is a boy and a girl riding bikes. There is a father, mother, daughter and baby having a picnic. On the blanket there is a cake, some yogurt, and some grapes. The daughter is holding a toy zebra.

The words *sliding*, *riding*, *zebra*, *cake*, *yogurt* and *grapes* are labelled for completion.

Procedure: **Step 1:** Have pupils look at and describe the picture using the words they learnt.

Step 2: Write *s _ _ _ _ _ _* on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying "sliding" and encouraging them to repeat.

Step 3: Repeat **Step 2** for *riding (r _ _ _ _ _)*, *zebra (z _ _ _ _)*, *cake (c _ _ _)*, *yogurt (y _ _ _ _ _)* and *grapes (g _ _ _ _ _)*.

Step 4: Say "Write the words." and allow pupils time to complete the activity.

Step 5: Check answers by inviting six pupils to come to the front and complete the words *sliding*, *riding*, *zebra*, *cake*, *yogurt* and *grapes* on the board.

Outcome: Pupils can correctly spell and complete target words.

Unit 13 In the maths class

Objectives

By the end of the unit, pupils will be able to:
– correctly pronounce the name of the letter *N/n* (/en/);
– correctly pronounce the sound of the letter *N/n* (/n/) in isolation and in the words *eleven*, *thirteen*, *fourteen* and *fifteen*;
– say a chant with the sound of the letter *N/n* (/n/) and the words *eleven*, *thirteen*, *fourteen* and *fifteen*;
– recognise target words and the sentence structure while listening;
– complete the words *eleven*, *thirteen*, *fourteen* and *fifteen*;
– use the sentence structures ***What number is it?*** and ***It's _____.*** to ask and answer questions about numbers;
– sing a song with the sentence structures ***What number is it?*** and ***It's _____.***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the numbers they learnt in Grade 1 by having them count from one to ten.

– Introduce the topic of the new unit by showing pictures of different classroom items, e.g. pens, pencils, rulers, and have pupils count how many there are. Write the correct numbers on the board in both numerical and word form, e.g. *2 (two)*.

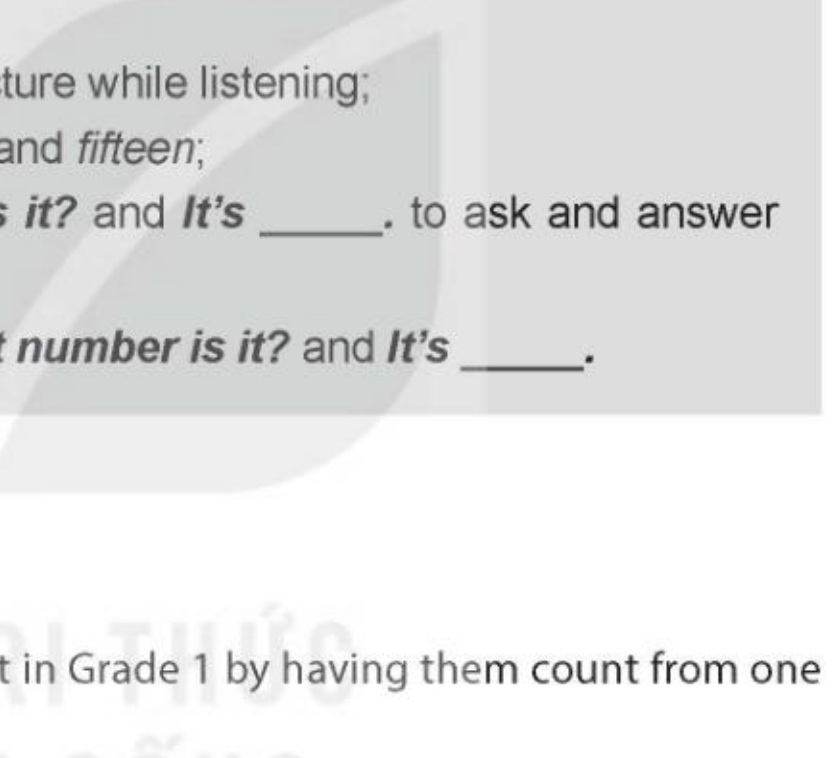
– Say "Open your books at page 57 and look at Unit 13, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *N/n* and the sound /n/, both in isolation and in the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

Input: The picture shows a maths class. A boy is doing sums on the board.

Eleven, *thirteen*, *fourteen* and *fifteen* are labelled, with the letter *n* in red.



The sound of the letter *N/n* (/n/) is the focus of Unit 13.

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

Step 2: Have pupils point to the letter *N/n* (say "Point to the letter *N*."). Explain that the name of the letter *N/n* is different to its sound (say "Listen. /en/ /n/.").

Step 3: Play the recording of the name and sound of the letter *N/n* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the number 11 (say "Look at the number eleven"). Then have them point to the word *eleven* (say "Point to the word *eleven*."). Draw their attention to the colour of the letter *n* (say "Look at the colour of the letter *n*. It is red.").

Step 5: Play the recording of *eleven* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *thirteen*, *fourteen* and *fifteen*.

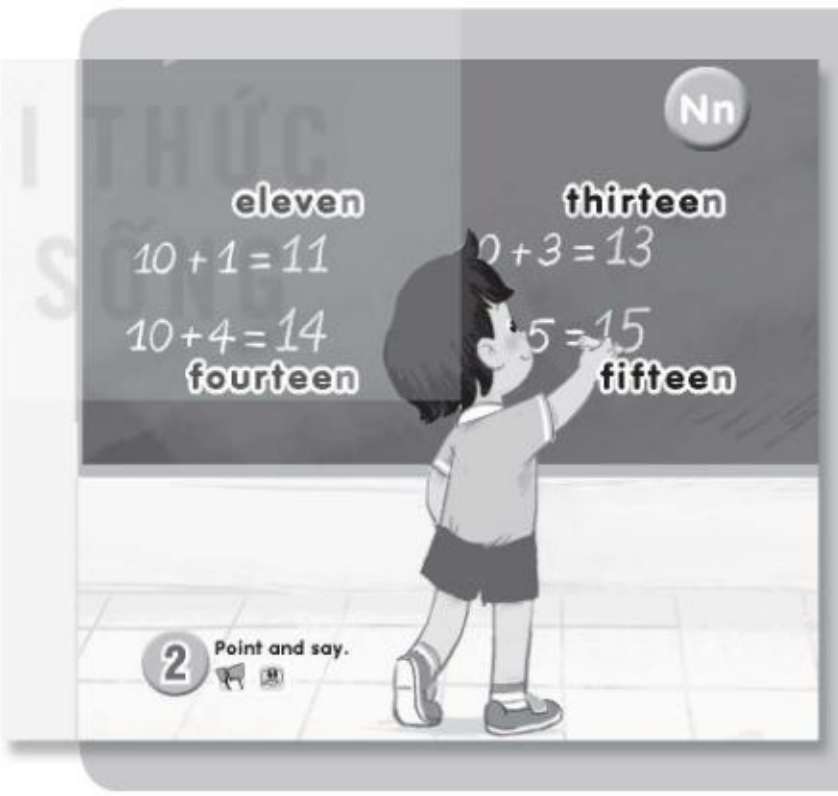
Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *N/n*, *eleven*, *thirteen*, *fourteen* and *fifteen* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *N/n* and the sound /n/, both in isolation and in the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

2. Point and say.

Goal: To correctly identify and pronounce the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *N/n* and correctly pronounce its name and sound (say "Point to the letter *N*. Say /en/. Now say /n/.").

Step 2: Have pupils point to and correctly pronounce *eleven* (say "Point to eleven. Say *eleven*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *thirteen*, *fourteen* and *fifteen*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

Fun corner

Number race

Goal: To recognise numbers while listening.

Input: Numbers written on the board.

Procedure: **Step 1:** Divide the class into four teams. Have each team form a line in front of the board.

Step 2: Write four different numbers on the board. Explain that when you call out a number, the pupil at the front of each line must race to touch the correct number. The first pupil to touch the correct number scores one point.

Step 3: Before the next turn, erase the number you just called out and replace it with a different number.

Step 4: Play the game. The team with the most points wins.

Outcome: Pupils can recognise numbers while listening.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter and sound they learnt in Lesson 1 (*N/n*, /n/).

– Show pictures of the words that pupils learnt in Lesson 1 (*eleven*, *thirteen*, *fourteen*, *fifteen*) and encourage them to say the words in chorus. More advanced classes can add other words that end with the letter *N/n*.

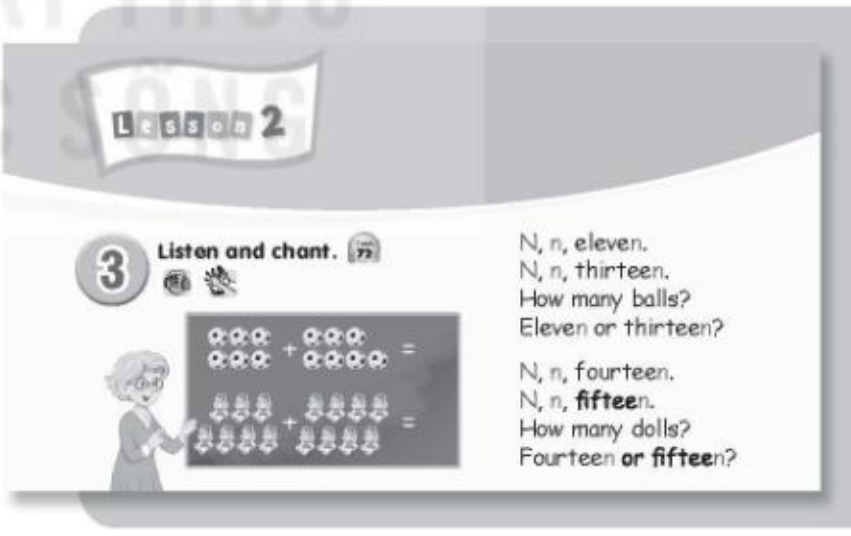
– Say "Open your books at page 58 and look at Unit 13, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *N/n* (/n/) and the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

Input: A chant about numbers.

The picture shows sums on the board.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the balls (say "Look at the picture. Point to the balls.").

Step 2: Say "How many balls?" and encourage pupils to count and answer "Thirteen."

Step 3: Have pupils point to the dolls (say "Point to the dolls."). Say "How many dolls?" and encourage pupils to count and answer "Fifteen."

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *N/n* (/n/) and the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

4. Listen and tick.



Goal: To recognise the words *thirteen*, *fifteen* and sentence structure ***Can you see the number _____?*** while listening.

Input: 1. Pictures: (a) the number thirteen and (b) the number eleven.

Audio script: Can you see the number thirteen?

2. Pictures: (a) the number fourteen and (b) the number fifteen.

Audio script: Can you see the number fifteen?

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "thirteen/eleven/fourteen/fifteen".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?" When pupils answer correctly, confirm by saying "1a. Can you see the number thirteen?"/ "2b. Can you see the number fifteen?" and encourage them to repeat.

Outcome: Pupils can recognise the words *thirteen, fifteen* and sentence structure ***Can you see the number _____?*** while listening.

5. Write and say.

Goal: To complete the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

Input: Pictures of the numbers eleven, thirteen, fourteen and fifteen, with the labels *eleve__*, *thirtee__*, *fourtee__* and *fiftee__* for completion.

Procedure: **Step 1:** Write the letter *n* (lower case) on the board and say "n" (/en/).

Step 2: Write the letter *n* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *n* (lower case) on the board.

Step 3: Draw pupils' attention to the picture and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete the words *eleven*, *thirteen*, *fourteen* and *fifteen*.

LESSON 3 (Period 3)

Warm-up

– Have pupils say the chant in Lesson 2 again.

– Encourage pupils to identify other numbers that contain the letter *n*.

– Say "Open your books at page 59 and look at Unit 13, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structures ***What number is it?*** and ***It's _____.*** to ask and answer questions about numbers.

Input: The picture shows two boys. One boy is holding a sign showing the number eleven. The other is holding a sign showing the number twelve.

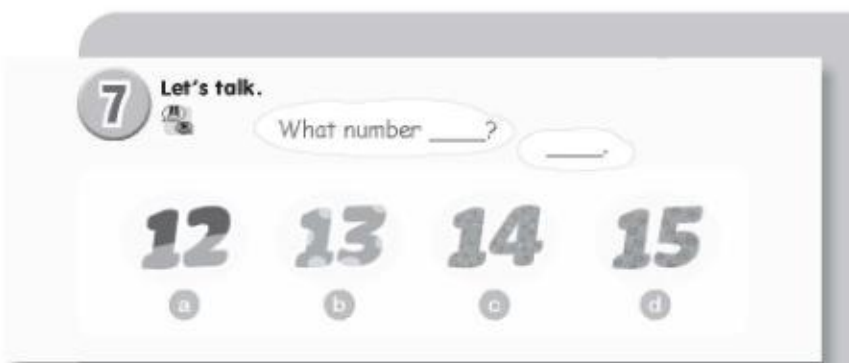
The first boy is saying "What number is it?" The second boy is saying "It's eleven." And the second boy is saying "What number is it?" The first boy is saying "It's twelve."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What number is it?" – "It's eleven."; "What number is it?" – "It's twelve."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***What number is it?*** and ***It's _____.*** to ask and answer questions about numbers.

7. Let's talk.



Goal: To use the sentence structures ***What number is it?*** and ***It's _____.*** to ask and answer questions about numbers.

Input: There are four pictures showing (a) the number twelve, (b) the number thirteen, (c) the number fourteen and (d) the number fifteen, together with the incomplete sentence structures ***What number*** _____ ***?*** and _____**.**

Procedure: **Step 1:** Write *What number* _____*?* and *It's* _____. on the board.

Step 2: Write the number *11* on the board. Say "What number _____?" and encourage pupils to complete the question. Write *is it* in the gaps. Point to *It's* _____. Encourage pupils to answer using the full sentence structure. When they answer correctly, confirm by writing *eleven* in the gap.

Step 3: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "What number _____?" and encourage them to complete the question and answer "It's twelve." both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Repeat **Step 3** for Pictures b, c and d.

Step 5: Put pupils into pairs to practise asking and answering questions about the numbers. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can use the sentence structures ***What number is it?*** and ***It's*** _____**.** to ask and answer questions about numbers.

8. Let's sing!

Goal: To sing a song with the sentence structures ***What number is it?*** and ***It's*** _____**.**



Input: A song about numbers.

The picture shows some children dancing and singing. Two of the children are holding signs showing the numbers thirteen and fifteen .

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "What number is it?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***What number is it?*** and ***It's*** _____**.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 14 At home

Objectives

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

– correctly pronounce the sound of the letter combination *er* (/ə(r)/) in isolation and in the words *brother*, *sister* and *grandmother*;

– say a chant with the sound of the letter combination *er* (/ə(r)/), the words *sister* and *brother* and the sentence structure ***He's/She's _____ (age).***

– recognise target words and the sentence structure while listening;

– complete and say the words *grandmother*, *brother* and *sister*;

– use the sentence structures ***How old is your _____?*** and ***He's/She's _____ (age).*** to ask and answer questions about someone's age;

– sing a song with the sentence structures ***How old is _____?*** and ***He's _____ (age).***

LESSON 1 (Period 1)

Warm-up

– Refresh pupils' memory of the previous unit by playing *Number race*.

– Introduce the topic of the new unit by showing a picture of a family of four people (a father, a mother, a sister and a brother). Ask pupils to identify who they are.

– Say "Open your books at page 60 and look at Unit 14, Lesson 1."

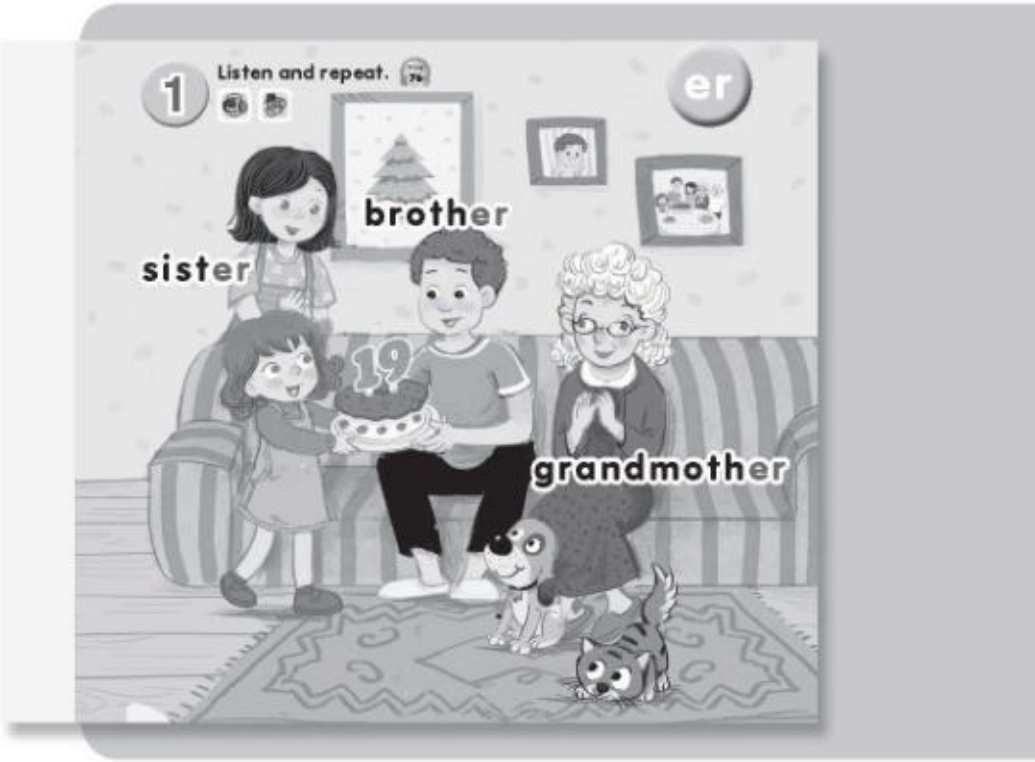
1. Listen and repeat.

Goal: To correctly pronounce the sound /ə(r)/, both in isolation and in the words *brother*, *sister* and *grandmother*.

Input: The picture shows a family at home.

Brother, *sister* and *grandmother* are labelled, with the letter combination *er* in red.

The sound of the letter combination *er* (/ə(r)/) is the focus of Unit 14.



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

Step 2: Have pupils point to the letter combination *er* (say "Point to the letter combination *er*.") and listen to its sound (say "Listen. /ə(r)/.").

Step 3: Play the recording of the sound of the letter combination *er* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the brother (say "Look at the brother."). Then have them point to the word *brother* (say "Point to the word *brother*."). Draw their attention to the colour of the letter combination *er* (say "Look at the colour of the letter combination *er*. It is red.").

Step 5: Play the recording of *brother* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *sister* and *grandmother*.

Step 7: Play the recording in full and encourage pupils to repeat the sound of the letter combination *er*, *brother*, *sister* and *grandmother* both individually and in chorus.

Outcome: Pupils can correctly pronounce the sound /ə(r)/, both in isolation and in the words *brother*, *sister* and *grandmother*.

2. Point and say.

Goal: To correctly identify and pronounce the words *brother*, *sister* and *grandmother*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter combination *er* and correctly pronounce its sound (say "Point to the letter combination *er*. Say /ə(r)/.")

Step 2: Have pupils point to and correctly pronounce the word *brother* (say "Point to the brother. Say *brother*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *sister* and *grandmother*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *brother*, *sister* and *grandmother*.

Fun corner

What is it?

Goal: To recognise, remember and say target words.

Input: Flashcards showing pictures of different target words from this and previous units.

Procedure: **Step 1:** Have all pupils stand at one end of the classroom.

Step 2: Stand in the middle of the classroom. Explain that when you hold up a flashcard, pupils must take it in turns to come forward and whisper the word to you. If the pupil says the correct word, he/she gets to go and stand on the other side of the classroom. If the pupil answers incorrectly, he/she must return to their original position and wait for another turn.

Step 3: When all pupils are standing on the other side of the classroom, have them shout out the word.

Step 4: Play the game.

Outcome: Pupils can recognise, remember and say target words.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter combination and sound they learnt in Lesson 1 (*er*, /ə(r)/).

– Show pictures of the words that pupils learnt in Lesson 1 (*brother, sister, grandmother*) and encourage them to say the words in chorus. More advanced classes can add other words ending with the letter combination *er*.

– Say "Open your books at page 61 and look at Unit 14, Lesson 2."

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3. Listen and chant.



Goal: To say a chant with the sound of the letter combination *er* (/ə(r)/), the words *sister* and *brother* and the sentence structure ***He's/She's*** **_____ (age).**

Input: A chant about a family.

The picture shows two brothers and a sister playing music. The older brother is playing the drums. The younger brother is playing the trumpet. The sister is playing the guitar.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the brother(s) (say "Look at the picture. Point to the brother(s).").

Step 2: Repeat **Step 1** for *sister*.

Step 3: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 4: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 5: Repeat **Step 4** for the other lines of the chant.

Step 6: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 7: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter combination *er* (/ə(r)/), the words *sister* and *brother* and the sentence structure ***He's/She's*** _____ **(age).**

4. Listen and circle.



Goal: To recognise the words *brother/seventeen* and *sister/twenty* and the sentence structure ***My brother/sister is*** _____ **(age).** while listening.

Input: 1. Pictures: (a) a brother with a birthday cake and the number 16 and (b) a brother with a birthday cake and the number 17.

Audio script: My brother is seventeen.

2. Pictures: (a) a sister with a birthday cake and the number 19 and (b) a sister with a birthday cake and the number 20.

Audio script: My sister is twenty.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "sixteen/seventeen/nineteen/twenty".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1b. My brother is seventeen."/"2b. My sister is twenty." and encourage them to repeat.

Outcome: Pupils can recognise the words *brother/seventeen* and *sister/twenty* and the sentence structure ***My brother/sister is*** _____ **(age).** while listening.

5. Write and say.



Goal: To complete and say the words *grandmother*, *brother* and *sister*.

Input: Pictures of a grandmother, a brother and a sister, with the labels *grandmoth_ _*, *broth_ _* and *sist_ _* for completion.

Procedure: **Step 1:** Write the letter combination *er* (lower case) on the board and say "er" (/iː/ /ɑː/).

Step 2: Write the letter combination *er* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter combination *er* (lower case) on the board.

Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete and say the words *grandmother*, *brother* and *sister*.

LESSON 3 (Period 3)

Warm-up

– Have pupils make up a chant based on the chant in Lesson 2, by changing *sixteen* and *nineteen* for other numbers.

– Say "Open your books at page 62 and look at Unit 14, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structures ***How old is your _____?*** and ***He's/She's _____* (age).** to ask and answer questions about someone's age.

Input: The picture shows a boy (nineteen) playing football. Two younger boys are nearby. One boy is saying "How old is your brother?". The other boy is saying "He's nineteen."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***How old is your _____?*** and ***He's/She's _____* (age).** to ask and answer questions about someone's age.

7. Let's talk.



Goal: To use the sentence structures ***How old is your _____?*** and ***He's/She's _____* (age).** to ask and answer questions about someone's age.

Input: There are four pictures showing (a) a brother with a birthday cake and the number 16, (b) a sister with a birthday cake and the number 17, (c) a sister with a birthday cake and the number 18 and

(d) a brother with a birthday cake and the number 20, together with the incomplete sentence structures ***How old*** _____ ***?*** and _____.

Procedure: **Step 1:** Write *How old is* _____*?* and *He's* _____. on the board.

Step 2: Write the number *19* on the board. Stick a picture of a 19-year-old man on the board. Say "How old is _____?" and encourage pupils to complete the sentence with *your brother*. Then point to *He's* _____. and encourage pupils to answer using the full sentence structure. When they answer correctly, confirm by writing *nineteen* in the gap.

Step 3: Repeat **Steps 1** and **2** for *How old is* _____*? She's* _____.

Step 4: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "How old is _____?" and encourage them to complete the question and answer "He's sixteen." both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

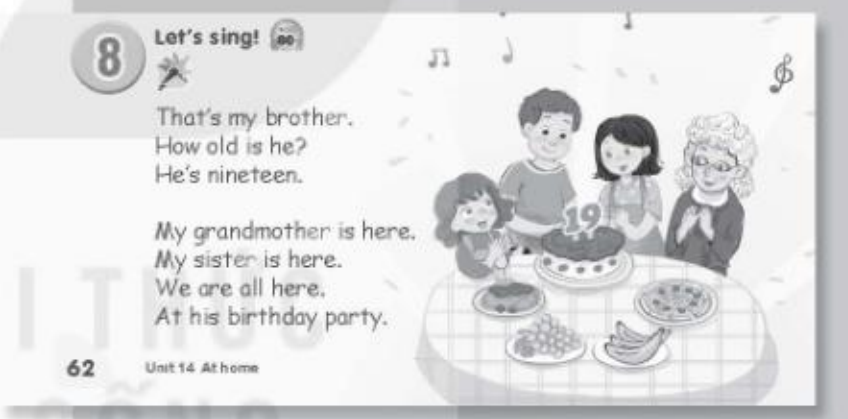
Step 5: Repeat **Step 4** for Pictures b, c and d.

Step 6: Put pupils into pairs to practise asking and answering questions about someone's age. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can use the sentence structures ***How old is your _____?*** and ***He's/She's _____* (age).** to ask and answer questions about someone's age.

8. Let's sing!

Goal: To sing a song with the sentence structures ***How old is _____?*** and ***He's _____* (age).**



Input: A song about a family.

The picture shows a family at a birthday party. There is a grandmother, two sisters and a brother. In front of the brother is a birthday cake with the number 19.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "How old is your brother?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***How old is _____?*** and ***He's _____* (age).**

Fun time 4

Fun time 4 is an opportunity for pupils to do some fun activities and games, and to practise speaking English. It is also a chance for them to revise what they learnt in the preceding units. Each *Fun time* section is taught across two lessons:

Lesson	Activity	Goal
1	1	Review target vocabulary.
	2	Play a game to review target vocabulary.
2	3	Revise target sentence structure(s).
	4	Play a game to review target vocabulary.

Objectives

In *Fun time 4*, pupils will:

– correctly identify and pronounce the words *eleven, twelve, thirteen, fourteen, fifteen, brother, sister* and *grandmother*;

– say correctly the sentence structures ***What number is it? It's _____.*** and ***How old is your _____? He's/She's _____*** **(age).**

LESSON 1

1. Look and circle. Then say.



Goal: To correctly identify and pronounce the words *fourteen, sister, seventeen* and *thirteen*.

Input: Four pictures and a pair of words underneath each picture.

Procedure: **Step 1:** Draw pupils' attention to Picture 1 (say "Look at Picture 1.").

Step 2: Elicit the word indicated by the picture. When pupils answer correctly, confirm by saying "fourteen". Have pupils circle the correct word (say "Circle the word *fourteen*.").

Step 3: Repeat **Steps 1** and **2** for Picture 2 "sister", Picture 3 "seventeen" and Picture 4 "thirteen".

Step 4: Point to each word pupils have circled and encourage them to say it both individually and in chorus (say "Say: fourteen/sister/seventeen/thirteen."). Correct pupils' pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can correctly identify and pronounce the words *fourteen, sister, seventeen* and *thirteen.*

2. Let's play.



Rock, paper, scissors!

Goal: To correctly identify and pronounce the words *eleven, twelve, thirteen, fourteen, fifteen, brother, sister* and *grandmother.*

Input: A picture of a class playing the game.

Flashcards showing pictures of target words.

Procedure: **Step 1:** Divide the class into two teams. Have each team stand in a line, facing the other team.

Step 2: Give each pupil a flashcard. Explain that the first pupils in each line will play a game of *rock, paper, scissors!* The pupil who wins then shows the other pupil their flashcard. The other pupil must identify and pronounce the word. If he/she is correct, he/she gets to stay in the line; if he/she is incorrect, he/she is "out" and must leave the line. The first team to get all the players in the other team "out" wins.

Step 3: Play the game.

Outcome: Pupils can correctly identify and pronounce the words *eleven, twelve, thirteen, fourteen, fifteen , brother, sister* and *grandmother.*

LESSON 2

3. Look, read and answer.



Goal: To correctly say the sentence structures ***What number is it? It's _____.*** and ***How old is your _____? He's/She's _____* (age).**

Input: Four questions and four picture clues.

Procedure: **Step 1:** Draw pupils' attention to Question 1 (say "Look at Question 1."). Say "What number is it?" and encourage pupils to say the full sentence structure.

Step 2: Draw pupils' attention to Picture 1 (say "Look at Picture 1."). Repeat the question "What number is it?" and encourage pupils to answer using the full sentence structure *It's twenty.*

Step 3: Repeat **Steps 1** and **2** for Question 2 *How old is your brother? He's sixteen.*, Question 3 *What number is it? It's eleven* and Question 4 *How old is your sister? She's nineteen.*

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Outcome: Pupils can correctly say the sentence structures ***What number is it? It's _____.*** and ***How old is your _____? He's/She's _____* (age).**

4. Let's play.



Mystery bag

Goal: To correctly identify and pronounce the words *eleven, twelve, thirteen, fourteen, fifteen, brother, sister* and *grandmother.*

Input: A picture of a teacher and a pupil playing the game.

A "mystery bag" containing flashcards showing target letters and letter combinations.

Procedure: **Step 1:** As a practice run, take one flashcard out of the mystery bag and show it to pupils. Encourage them to think of a word beginning with/containing/ending with that letter or letter combination.

Step 2: Divide the class into two teams. Explain that when you say "Go!", a pupil from each team should come to the front. They wil take it in turns to take a flashcard out of the mystery bag and say a correct word. A correct word scores one point.

Step 3: Play the game. The team with the most points wins.

Outcome: Pupils can correctly identify and pronounce the words *eleven, twelve, thirteen, fourteen, fifteen, brother, sister* and *grandmother.*

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 15 In the clothes shop

Objectives

By the end of the unit, pupils will be able to:
- correctly pronounce the sound of the letter combination *sh* (/ʃ/) in isolation and in the words *shirts*, *shoes* and *shorts*;
- say a chant with the sound of the letter combination *sh* (/ʃ/) and the words *shoes*, *shirts* and *shorts*.
- recognise target words and the sentence structure while listening;
- complete and say the words *shirts*, *shoes* and *shorts*;
- use the sentence structures ***Where are the _____?*** and ***Over there.*** to ask and answer questions about where things are;
- sing a song with the sentence structures ***Where are the _____?*** and ***Over there.*** to ask and answer questions about where things are.

LESSON 1 (Period 1)

Warm-up

- Refresh pupils' memory of the previous unit by showing pictures of a brother, sister and grandmother on the board. Underneath each picture, write the person's age. Say "How old is your brother/sister/grandmother?" and encourage pupils to answer using the full sentence structure **"He's/She's _____."**
- Introduce the topic of the new unit by showing pictures of clothes or by bringing some items of clothing to class. Discuss what the clothes are (e.g. T-shirt, skirt, trousers) and where you might buy them.
- Say "Open your books at page 65 and look at Unit 15, Lesson 1."

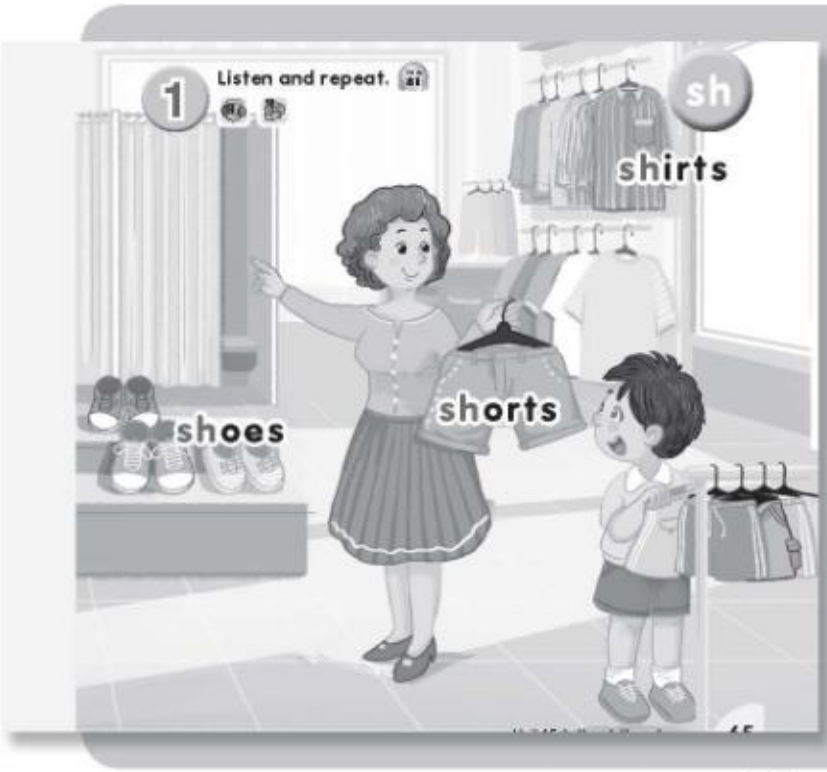
1. Listen and repeat.

Goal: To correctly pronounce the sound /ʃ/, both in isolation and in the words *shirts*, *shoes* and *shorts*.

Input: The picture shows a clothes shop.

Shirts, *shoes* and *shorts* are labelled, with the letter combination *sh* in red.

The sound of the letter combination *sh* (/ʃ/) is the focus of Unit 15.



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

Step 2: Have pupils point to the letter combination *sh* (say "Point to the letter combination *sh*.") and listen to its sound /ʃ/ (say "Listen /ʃ/".).

Step 3: Play the recording of the sound of the letter combination *sh* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the shirts (say "Look at the shirts."). Then have them point to the word *shirts* (say "Point to the word *shirts*."). Draw their attention to the colour of the letter combination *sh* (say "Look at the colour of the letter combination *sh*. It is red.").

Step 5: Play the recording of *shirts* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *shoes* and *shorts*.

Step 7: Play the recording in full and encourage pupils to repeat the sound of the letter combination *sh*, *shirts*, *shoes* and *shorts* both individually and in chorus.

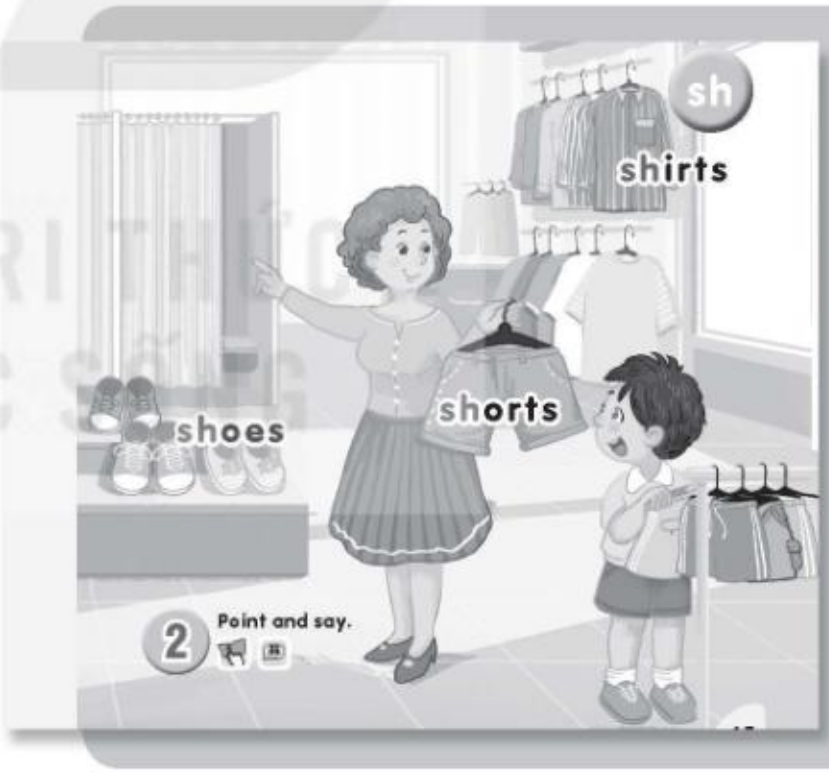
Outcome: Pupils can correctly pronounce the sound /ʃ/, both in isolation and in the words *shirts*, *shoes* and *shorts*.

2. Point and say.

Goal: To correctly identify and pronounce the words *shirts*, *shoes* and *shorts*.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to the letter combination *sh* and correctly pronounce its sound (say "Point to the letter combination *sh*. Say /ʃ/.).



Step 2: Have pupils point to and correctly pronounce the word *shirts* (say "Point to the shirts. Say *shirts*."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *shoes* and *shorts*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**.

Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *shirts*, *shoes* and *shorts*.

Fun corner

What's missing?

Goal: To remember and say target words.

Input: Flashcards of different lexical sets, with 4 cards per set, e.g. *shorts, shirts, shoes, hats* (clothes); *eyes, hands, hair, feet* (body parts); *brother, sister, father, mother* (family members); *pen, pencil, book, bag* (school things).

Procedure: **Step 1:** Divide the class into two teams: Team A and Team B.

Step 2: Write *Team A* and *Team B* side by side at the top of the board. Underneath each heading, stick a different set of flashcards.

Step 3: Point to each flashcard and say the word. Encourage pupils in the relevant team to repeat.

Step 3: Tell pupils to look carefully at the flashcards and remember their team's words. Explain that when you say "Close your eyes!", pupils should close their eyes. You will then remove one of the flashcards from the board. When you say "Open your eyes!", pupils should open their eyes.

Step 4: Encourage each team to call out the missing word from their set. A correct answer scores one point.

Step 5: Play the game. The team with the most points wins.

Outcome: Pupils can remember and say target words.

LESSON 2 (Period 2)

Warm-up

– Ask pupils what letter combination and sound they learnt in Lesson 1 (*sh*, /ʃ/).

– Show pictures of the words that pupils learnt in Lesson 1 (*shirts, shoes, shorts*) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter combination *sh*.

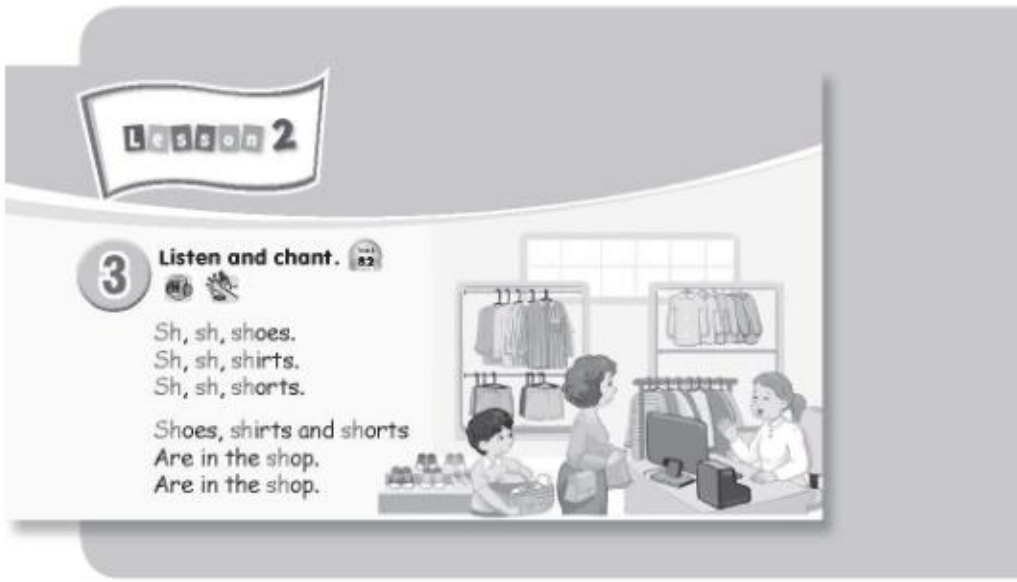
– Say "Open your books at page 66 and look at Unit 15, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter combination *sh* (/ʃ/) and the words *shoes, shirts* and *shorts*.

Input: A chant about a clothes shop.

The picture shows a clothes shop. There are shirts, shorts and shoes in the shop. Mother and son are shopping. The mother is holding the shorts and talking to the shop assistant. The son is holding a basket of shoes.



Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the shoes (say "Look at the picture. Point to the shoes.").

Step 2: Say "shoes" and encourage pupils to repeat.

Step 3: Repeat **Steps 1** and **2** for *shirts* and *shorts*.

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter combination *sh* (/ʃ/) and the words *shoes, shirts* and *shorts*.

4. Listen and tick.

Goal: To recognise the words *shirts, shorts* and sentence structure ***Look at the*** _____**.** while listening.



Input: 1. Pictures: (a) shirts and (b) shorts.

Audio script: Look at the shirts.

2. Pictures: (a) shoes and (b) shorts.

Audio script: Look at the shorts.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "shirts/shorts/shoes/shorts".

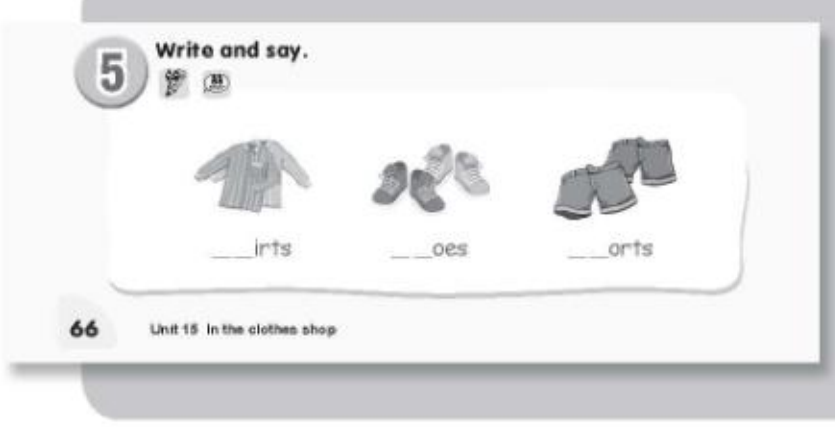
Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. Look at the shirts."/"2b. Look at the shorts." and encourage them to repeat.

Outcome: Pupils can recognise the words *shirts, shorts* and sentence structure ***Look at the*** _____**.** while listening.

5. Write and say.

Goal: To complete and say the words *shirts, shoes* and *shorts*.



Input: Pictures of shirts, shoes and shorts, with the labels _ _*irts*, _ _*oes* and _ _*orts* for completion.

Procedure: **Step 1:** Write the letter combination *sh* (lower case) on

the board and say "sh" (/es/ /eɪtʃ/).

Step 2: Write the letter combination *sh* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter combination *sh* (lower case) on the board.

Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete and say the words *shirts, shoes* and *shorts*.

LESSON 3 (Period 3)

Warm-up

– Show pictures of shoes, shirts and shorts. Say the words and encourage pupils to repeat.

– Say "Open your books at page 67 and look at Unit 15, Lesson 3."

6. Listen and repeat.

Goal: To use the sentence structures ***Where are the _____?*** and ***Over there.*** to ask and answer questions about where things are.



Input: The picture shows a clothes shop. A mother and daughter are shopping. The mother is talking to the shop assistant.
The mother is saying "Where are the shoes?" The shop assistant is saying "Over there."

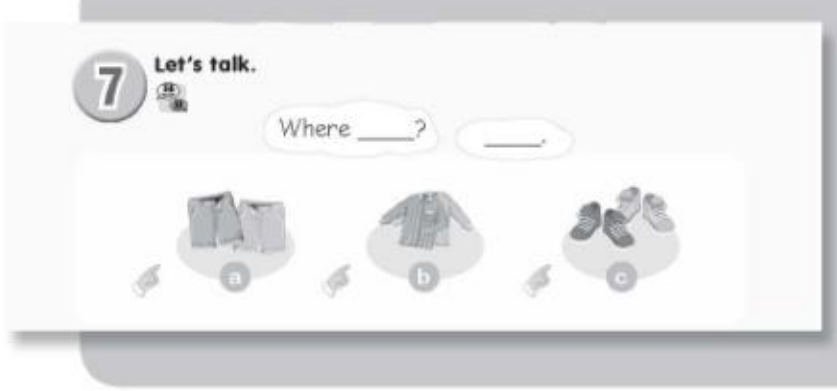
Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Where are the shoes?" – "Over there."

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Where are the _____?*** and ***Over there.*** to ask and answer questions about where things are.

7. Let's talk.

Goal: To use the sentence structures ***Where are the _____?*** and ***Over there.*** to ask and answer questions about where things are.



Input: There are three pictures showing (a) shorts, (b) shirts, and (c) shoes, together with the incomplete sentence structures ***Where _____?*** and _____.

Procedure: **Step 1:** Write *Where are the shoes? Over there.* on the board and underline the phrase *are the shoes*. Say "Where are the shoes?"

Step 2: Erase *are the shoes* and replace it with *are the shorts*. Say "Where are the shorts?".

Step 3: Repeat **Step 2** for *are the shirts*.

Step 4: Erase *are the shirts* and *Over there.* and leave the sentence structures ***Where*** _____***?*** and _____**.** on the board.

Step 5: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Where _____?" and encourage them to complete the sentence with "are the shorts". When they answer correctly, confirm by saying "Where are the shorts?" and encourage pupils to repeat the full sentence structure.

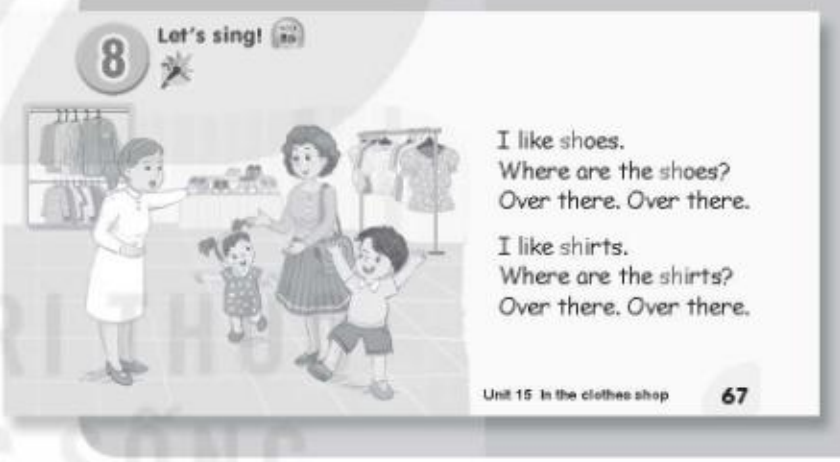
Step 6: Write *Over there.* on the board. Say "Over there." and encourage pupils to repeat.

Step 7: Divide the class into two groups. Explain that when you show a picture, one group will say "Where are the shorts/shirts/shoes?" and the other group will say "Over there". Groups should take it in turns to ask and answer. Correct pupils' pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Where are the*** _____***?*** and ***Over there.*** to ask and answer questions about where things are.

8. Let's sing!

Goal: To sing a song with the sentence structures ***Where are the*** _____***?*** and ***Over there.***



Input: A song about a clothes shop.

The picture shows a clothes shop. A mother, son and daughter are shopping. The shop assistant is pointing at the shoes.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Where are the*** _____***?*** and ***Over there.***

Unit 16 At the campsite

Objectives

By the end of the unit, pupils will be able to:
- correctly pronounce the name of the letter *T/t* (/tiː/);
- correctly pronounce the sound of the letter *T/t* (/t/) in isolation and in the words *tent*, *teapot* and *blanket*;
- say a chant with the sound of the letter *T/t* (/t/), the words *tent*, *blanket* and *teapot* and the sentence structure ***The _____ is on/in/near the _____.***
- recognise target words and the sentence structure while listening;
- complete and say the words *tent*, *teapot* and *blanket*;
- use the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things;
- sing a song with the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.***

LESSON 1 (Period 1)

Warm-up

- Refresh pupils' memory of the previous unit by playing a game, e.g. *Whispers* (see page 40), *What is it?* (see page 106) or *Pelmanism* (see page 23).
- Introduce the topic of the new unit by showing a picture of a campsite. Find out if any of the pupils have been camping. Where did they go? What did they do? What did they like most about it?
- Say "Open your books at page 68 and look at Unit 16, Lesson 1."

1. Listen and repeat.

Goal: To correctly pronounce the name of the letter *T/t* and the sound /t/, both in isolation and in the words *tent*, *teapot* and *blanket*.

Input: The picture shows a campsite.

Tent, *teapot* and *blanket* are labelled, with the letter *t* in red.

The sound of the letter *T/t* (/t/) is the focus of Unit 16.



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

Step 2: Have pupils point to the letter *T/t* (say "Point to the letter *T*."). Explain that the name of the letter *T/t* is different to its sound (say "Listen. /tiː/ /t/.").

Step 3: Play the recording of the name and sound of the letter *T/t* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Have pupils look at the tent (say "Look at the tent."). Then have them point to the word *tent* (say "Point to the word *tent*."). Draw their attention to the colour of the letter *t* (say "Look at the colour of the letter *t*. It is red.").

Step 5: Play the recording of *tent* and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 6: Repeat **Steps 4** and **5** for *teapot* and *blanket*.

Step 7: Play the recording in full and encourage pupils to repeat the name and sound of the letter *t*, *tent*, *teapot* and *blanket* both individually and in chorus.

Outcome: Pupils can correctly pronounce the name of the letter *T/t* and the sound /t/, both in isolation and in the words *tent*, *teapot* and *blanket*.

2. Point and say.

Goal: To correctly identify and pronounce the words *tent*, *teapot* and *blanket*.

Input: See Activity 1.



Procedure: **Step 1:** Have pupils point to the letter *T/t* and correctly pronounce its name and sound (say "Point to the letter *T*. Say /tiː/. Now say /t/.").

Step 2: Have pupils point to and correctly pronounce the word *tent* (say "Point to the tent. Say *tent*.").

Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 3: Repeat **Step 2** for *teapot* and *blanket*.

Step 4: Put pupils into pairs or groups for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils' pronunciation, if necessary.

Outcome: Pupils can correctly identify and pronounce the words *tent*, *teapot* and *blanket*.

Fun corner

Matching game

Goal: To recognise and match target words to the relevant picture.

Input: A large picture of a campsite and a set of labels for various things in the picture. Make sure that pupils have learnt the words for all these things in this or a previous unit, e.g. *bag, blanket, brother, cake, father, fox, juice, mother, pasta, rainbow, river, road, sister, table, teapot, tent, volleyball, yo-yos.*

Procedure: **Step 1:** Stick the picture on the board. Stick the labels around the outside of the picture.

Step 2: Divide the class into two teams. Explain that teams will take it in turns to try to correctly label an item in the picture. When you call out "Go!", one pupil from each group should come to the front and choose one of the labels. The other team members can help them by calling out their ideas. A correctly labelled item scores one point.

Step 3: Decide which team will go first by rolling dice.

Step 4: Play the game. The team with the most points wins.

Outcome: Pupils can recognise and match target words to the relevant picture.

LESSON 2 (Period 2)

Warm-up

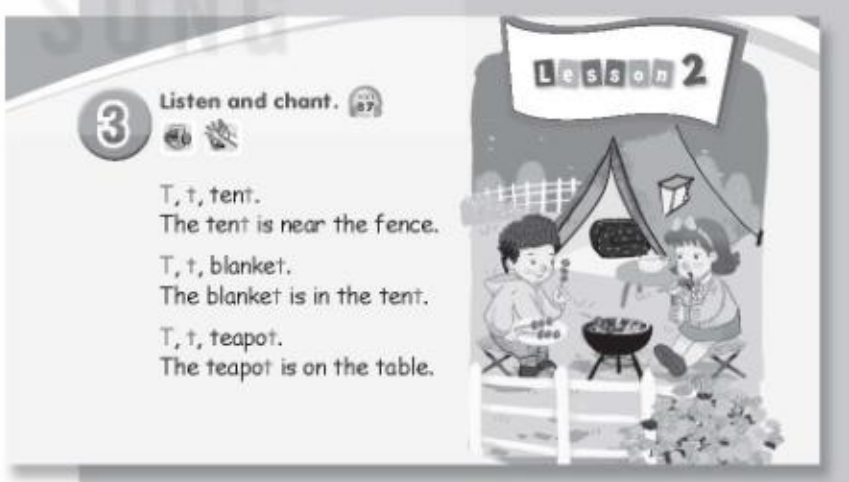
– Ask pupils what letter and sound they learnt in Lesson 1 (*T/t*, /t/).

– Show pictures of the words that pupils learnt in Lesson 1 (*tent, teapot, blanket*) and encourage them to say the words in chorus. More advanced classes can add other words containing the letter *t*.

– Say "Open your books at page 69 and look at Unit 16, Lesson 2."

3. Listen and chant.

Goal: To say a chant with the sound of the letter *T/t* (/t/), the words *tent, blanket* and *teapot* and the sentence structure ***The _____ is on/in/near the _____.***



Input: A chant about a campsite.

The picture shows a boy and a girl camping.

Procedure: **Step 1:** Draw pupils' attention to the picture and have them point to the tent and the fence (say "Look at the picture. Point to the tent/fence.").

Step 2: Say "The tent is near the fence." and encourage pupils to repeat. To reinforce their understanding, use gestures to indicate *near* and *far*.

Step 3: Repeat **Steps 1** and **2** for *The blanket is in the tent.* and *The teapot is on the table.*

Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say "Listen.").

Step 5: Have pupils point to the first line of the chant (say "Point to line one."). Play the recording of the first line and encourage pupils to chant (say "Listen and chant.").

Step 6: Repeat **Step 5** for the other lines of the chant.

Step 7: Play the recording in full and encourage pupils to chant (say "Listen and chant."). Pupils can clap along or do other actions to help them keep the rhythm.

Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.

Outcome: Pupils can say a chant with the sound of the letter *T/t* (/t/), the words *tent, blanket* and *teapot* and the sentence structure ***The _____ is on/in/near the _____.***

4. Listen and circle.



Goal: To recognise the words *teapot* and *blanket* and the sentence structure ***The _____ is on/in the _____.*** while listening.

Input: 1. Pictures: (a) a teapot on a table and (b) a blanket on a table.

Audio script: The teapot is on the table.

2. Pictures: (a) a blanket near a tent and (b) a blanket in a tent.

Audio script: The blanket is in the tent.

Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "teapot/blanket/tent".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. The teapot is on the table."/"2b. The blanket is in the tent." and encourage them to repeat.

Outcome: Pupils can recognise the words *teapot* and *blanket* and the sentence structure ***The _____ is on/in the _____.*** while listening.

5. Write and say.



Goal: To complete and say the words *tent, teapot* and *blanket*.

Input: Pictures of a tent, a teapot and a blanket, with the labels *ten__, teapo__* and *blanke__* for completion.

Procedure: **Step 1:** Write the letter *t* (lower case) on the board and say "t" (/tiː/).

Step 2: Write the letter *t* (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *t* (lower case) on the board.

Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 4: Have pupils say the words (say "Say the words.").

Outcome: Pupils can complete and say the words *tent, teapot* and *blanket*.

LESSON 3 (Period 3)

Warm-up

– Have pupils make up a chant based on the chant in Lesson 2, by changing the words to other things that end with the letter *t:*

T, t, cat.

The cat is on the fence.

T, t, hat.

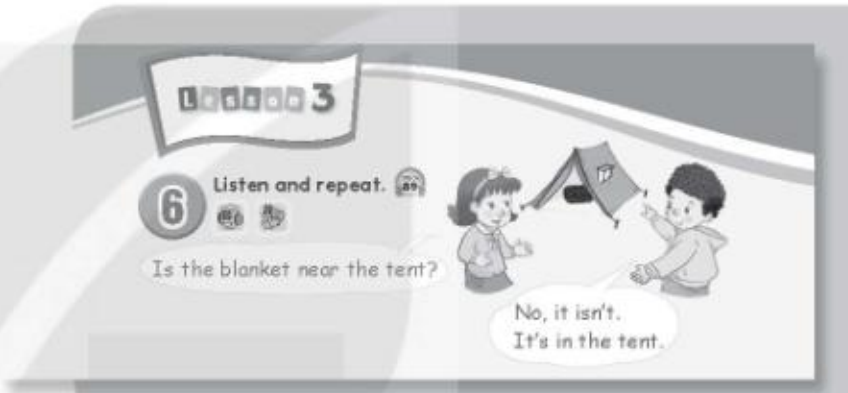
The hat is near the shirt.

T, t, yogurt.

The yogurt is on the table.

– Say "Open your books at page 70 and look at Unit 16, Lesson 3."

6. Listen and repeat.



Goal: To use the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things.

Input: The picture shows a boy, a girl and a tent. There is a blanket in the tent.

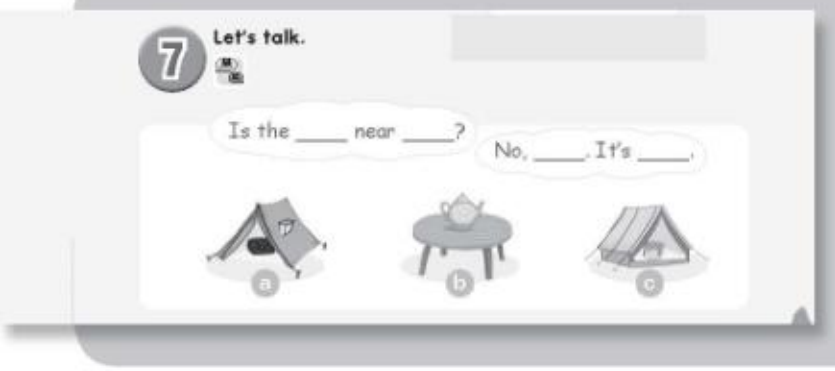
The girl is saying "Is the blanket near the tent?" The boy is saying "No, it isn't. It's in the tent."

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture.").

Step 2: Have pupils point to the sentences (say "Point to the sentences."). Play the recording and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Outcome: Pupils can use the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things.

7. Let's talk.



Goal: To use the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things.

Input: There are three pictures showing (a) a blanket in a tent, (b) a teapot on a table, and (c) a table in a tent, together with the incomplete sentence structures ***Is the _____ near _____?*** and ***No, _____. It's _____.***

Procedure: **Step 1:** Write *Is the blanket near the tent?* on the board and underline the words *blanket* and *the tent*.

Step 2: Draw pupils' attention to Picture a (say "Look at Picture a."). Say "Is the blanket near the tent?" and encourage pupils to answer "No." (They do not need to use the full sentence structure at this stage; the important thing is that they have understood the question.)

Step 3: Write *No, it isn't. It's in the tent.* on the board and underline the words *it isn't* and *in the tent*. Say "No, it isn't. It's in the tent." and encourage pupils to repeat.

Step 4: Erase *blanket* and *the tent* and replace them with *teapot* and *the table*. Erase *it isn't* and *in the tent*. Say "Is the teapot near the table?" and encourage pupils to answer using the full sentence structure.

Step 5: Repeat **Step 4** for *Is the table near the tent?*

Step 6: Have pupils work in pairs to look at each picture and practise asking and answering questions about the position of things. Go around the class to offer support and feedback.

Outcome: Pupils can use the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things.

8. Let's sing!

Goal: To sing a song with the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.***



Input: A song about a campsite.

The picture shows a father and a daughter camping.

Procedure: **Step 1:** Draw pupils' attention to the picture (say "Look at the picture."). Say "Is the blanket/table near the tent?; Is the teapot near the table?" and encourage pupils to answer using the full sentence structure.

Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").

Step 3: Read the song line by line and encourage pupils to repeat (say "Listen and repeat."). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.

Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.

Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.

Outcome: Pupils can sing a song with the sentence structures ***Is the _____ near _____?*** and ***No, it isn't. It's _____.***

Review 4

Objectives

In *Review 4*, pupils will:
– review the names and sounds of the letters *N/n, T/t* and review the sounds of the letter combinations *sh* and *er*;
– review target words and sentence structures;
– practise all four skills (reading, writing, listening, speaking).

Phonics: the sound of the letter *N/n* (/n/)
the sound of the letter combination *er* (/ə(r)/)
the sound of the letter combination *sh* (/ʃ/)
the sound of the letter *T/t* (/t/)

Vocabulary: *eleven, thirteen, fourteen, fifteen*
brother, sister, grandmother
shirts, shoes, shorts
tent, teapot, blanket

Sentence structures:

What number is it? and ***It's _____.*** to ask and answer questions about numbers.

How old is your _____? and ***He's/She's _____ (age).*** to ask and answer questions about someone's age.

Where are the _____? and ***Over there.*** to ask and answer questions about where things are.

Is the _____ near _____? and ***No, it isn't. It's _____.*** to ask and answer questions about the position of things.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PHIL AND SUE

Warm-up

– Refresh pupils' memory of the Units 13 to 16 topics by showing pictures of a maths class, a home, a clothes shop and a campsite. Encourage pupils to use the words and sentence structures that they learnt.
– Say "Open your books at page 71 and look at Review 4, Phil and Sue."

1. Listen and read.



Goal: To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

Input: There are four pictures in the story.

Picture 1 shows Sue and Kate in a clothes shop. They are talking to the shop assistant. Kate is saying "I want some shirts. Where are they?". The shop assistant is saying "Over there."

Picture 2 shows Sue and Kate in a clothes shop. Sue is saying "How old is your brother?" Kate is saying "He's fifteen."

Picture 3 shows Phil, Sue and Kate buying some juice and yogurt. Phil is saying "What do you want, Sue and Kate?" Kate is saying "I want some juice." Sue is saying "I want some yogurt."

Picture 4 shows Phil, Sue and Kate walking down the street. Kate is saying "Shirts are nice. But yogurt and juice are yummy!"

Procedure: **Step 1:** Draw pupils' attention to the pictures (say "Look at the pictures."). Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils point to Picture 1 (say "Point to Picture 1."). Play the recording for Picture 1 and encourage pupils to repeat (say "Listen and repeat.").

Step 3: Repeat **Step 2** for Pictures 2, 3 and 4.

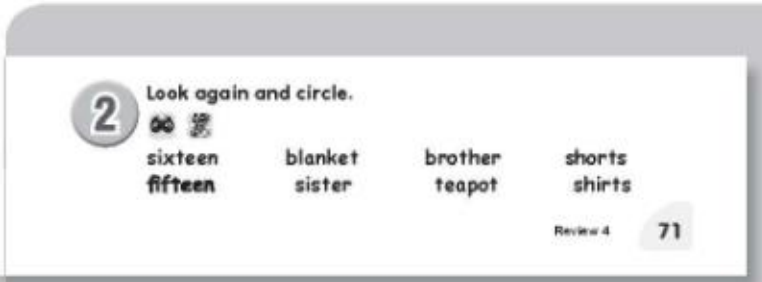
Step 4: Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils' pronunciation, if necessary.

Step 5: Invite a few pairs to act out the story for the class.

Extra activity: For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.

Outcome: Pupils can correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

2. Look again and circle.



Goal: To correctly identify target words from the story.

Input: See Activity 1.

Procedure: **Step 1:** Have pupils point to and say the number *sixteen* (say "Point to the number *sixteen*. Say *sixteen*.").

Step 2: Have pupils look again at the story and try to find the number *sixteen* in one of the pictures (say "Look again. Is the number sixteen in the story?"). If there is the

number *sixteen*, pupils should circle the word/picture; if not, then they do not need to circle the word/picture.

Step 3: Repeat **Steps 1** and **2** for *blanket, brother, shorts, fifteen, sister, teapot* and *shirts*.

[Answers: *brother, shorts, fifteen, shirts*]

Outcome: Pupils can correctly identify target words from the story.

SELF-CHECK

Say "Open your books at page 72 and look at Self-check."

1. Listen and tick or cross.



Goal: To recognise target words while listening.

Input: There are four pictures: (1) the number 13, (2) two shirts, (3) a blanket in a tent and (4) a girl with a birthday cake and the number 19.

Audio script:

1. A: What number is it? B: It's thirteen.
2. A: Where are the shorts? B: Over there.
3. A: Is the blanket near the tent? B: No, it isn't. It's in the tent.
4. A: How old is your sister? B: She's seventeen.

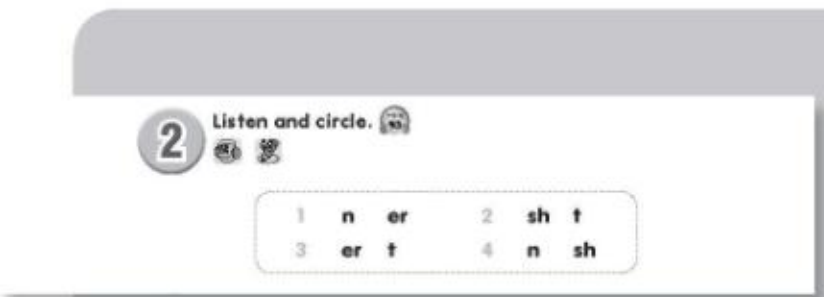
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "thirteen/shirts/tent/nineteen".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and tick or cross."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answers by asking "Tick or cross?". When pupils answer correctly, confirm by saying "tick/cross".

Outcome: To recognise target words while listening.

2. Listen and circle.



Goal: To recognise the sounds of letters while listening.

Input: Four pairs of letters:

1. *n* and *er*
2. *sh* and *t*
3. *er* and *t*
4. *n* and *sh*

Audio script: 1. n, 2. t, 3. er, 4. sh

Procedure: **Step 1:** Have pupils look at the letters and say the sounds (say "Point and say.") When pupils answer correctly, confirm by saying "/n/; /t/; /ə(r)/; /ʃ/".

Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").

Step 3: Check the answer to Question 1 by asking "/n/ or /ə(r)/?". When pupils answer correctly, confirm by saying "/n/." and encouraging them to repeat.

Step 4: Repeat **Step 3** for Questions 2, 3, and 4.

Outcome: Pupils can recognise the sounds of letters while listening.

3. Write and say.



Goal: To write the letters *sh*, *er*, *n* and *t* to complete target words.

Input: Pictures of some shorts, a grandmother, the number 11 and a teapot, with the labels *_orts*, *grandmoth_ _*, *eleve__* and *teapo__* for completion.

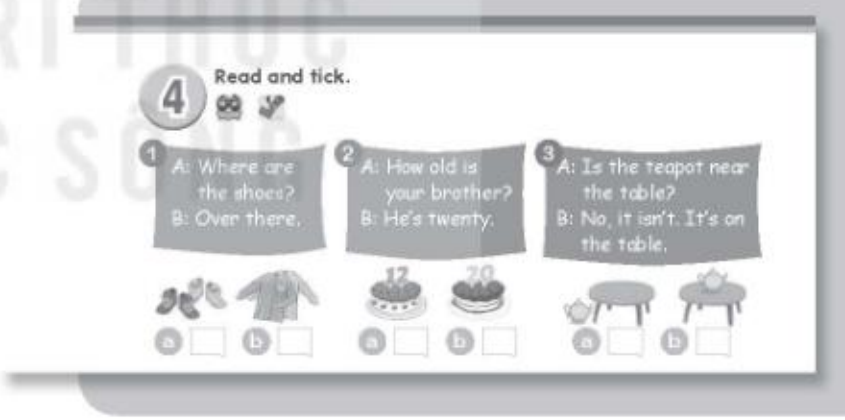
Procedure: **Step 1:** Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "shorts/grandmother/eleven/teapot".

Step 2: Have pupils write the letters to complete the words (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.

Step 3: Have pupils say the words (say "Now say.").

Outcome: Pupils can write the letters *sh*, *er*, *n* and *t* to complete target words.

4. Read and tick.



Goal: To correctly identify and pronounce target words and sentence structures.

Input: There are three questions, each containing one or more sentence structures and a pair of pictures.

Procedure: **Step 1:** Have pupils read and say Sentence 1 *A: Where are the shoes? B: Over there.* (say "Read and say.").

Step 2: Have pupils look at the pictures underneath the sentence and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "shoes/shirts".

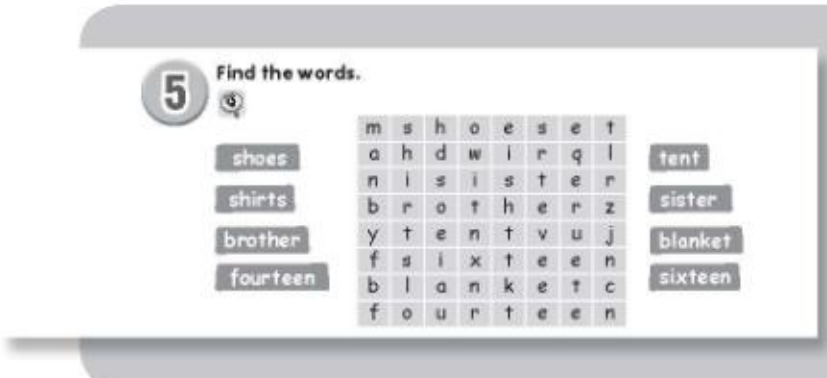
Step 3: Say "Read and tick." and allow pupils time to complete the activity.

Step 4: Check answers by saying "a or b?" When pupils answer correctly, confirm by saying "1a. A: Where are the shoes? B: Over there." and encourage them to repeat.

Step 5: Repeat **Steps 1** to **4** for Sentence 2 *A: How old is your brother? B: He's twenty.* and Sentence 3 *A: Is the teapot near the table? B: No, it isn't. It's on the table.*

Outcome: Pupils correctly identify and pronounce target words and sentence structures.

5. Find the words.



Goal: To correctly identify target words.

Input: A word search grid and a list of eight words.

Procedure: **Step 1:** Draw pupils' attention to the word search and the list of eight words. Have them point to and say each word (say "Point and say.").

Step 2: Say "Find the words." and allow pupils time to complete the activity.

Step 3: Check answers by showing the word search grid on the board and inviting pupils to come to the front and circle the words.

Outcome: Pupils can correctly identify target words.

6. Write the words.



Goal: To correctly spell and complete target words.

Input: The picture shows a room in a house. A father is teaching his son and daughter maths. There are some numbers on the board, some shirts in the corner and a teapot on the table.

The words *shirts*, *fifteen*, *eighteen*, *shorts*, *sister* and *teapot* are labelled for completion.

Procedure: **Step 1:** Have pupils look at and describe the picture using the words they learnt.

Step 2: Write *sh_ _ _ _* on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying "shirts" and encouraging them to repeat.

Step 3: Repeat **Step 2** for *fifteen* (*f _ _ _ _ _ _*), *eighteen* (*e _ _ _ _ _ _ _*), *shorts* (*sh _ _ _ _*), *sister* (*s _ _ _ _ _*) and *teapot* (*t _ _ _ _ _*).

Step 4: Say "Write the words." and allow pupils time to complete the activity.

Step 5: Check answers by inviting six pupils to come to the front and complete the words *shirts*, *fifteen*, *eighteen*, *shorts*, *sister* and *teapot* on the board.

Outcome: Pupils can correctly spell and complete target words.

TIẾNG ANH 2 – SÁCH BÀI TẬP

Audio scripts

Unit 1

Lesson 2 – Track 1

1. Listen and number. Then say.

1. She's having pasta.
2. He's having popcorn.
3. She's having chips.
4. He's having pizza.

Lesson 3 – Track 2

1. Listen and circle.

1. The pasta is yummy.
2. The popcorn is yummy.
3. The pizza is yummy.
4. The chicken is yummy.

Unit 2

Lesson 2 – Track 3

1. Listen and number. Then say.

1. I can see a kite.
2. I can see a book.
3. I can see a kitten.
4. I can see a bike.

Lesson 3 – Track 4

1. Listen and circle.

1. *A:* Is he riding a bike?
   B: Yes, he is.
2. *A:* Is she riding a bike?
   B: No, she isn't. She's flying a kite.
3. *A:* Is she playing with a kitten?
   B: Yes, she is.
4. *A:* Is he playing with a truck?
   B: No, he isn't.

Unit 3

Lesson 2 – Track 5

1. Listen and circle Yes or No.

1. Point to the sail.
2. Point to the sea.
3. Point to the sand.
4. Point to the sun.

Lesson 3 – Track 6

1. Listen and circle.

1. Let's look at the sail!
2. Let's look at the sea!
3. Let's look at the sand!
4. Let's look at the sun!

Unit 4

Lesson 2 – Track 7

1. Listen and tick (✓) or cross (✗).
Then say the sentences with a tick.

1. There's a rainbow.
2. There's a garden.
3. There's a road.
4. There's a river.

Lesson 3 – Track 8

1. Listen and circle.

1. *A:* What can you see?
   B: I can see a rainbow.
2. *A:* What can you see?
   B: I can see a river.
3. *A:* What can you see?
   B: I can see a road.
4. *A:* What can you see?
   B: I can see a door.

Unit 5

Lesson 2 – Track 9

1. Listen and match.

1. *A:* How many quizzes?
   B: Four.
2. *A:* How many pens?
   B: Two.
3. *A:* How many questions?
   B: Five.
4. *A:* How many squares?
   B: Three.

Lesson 3 – Track 10

1. Listen and circle.

1. *A:* What's she doing?
   B: She's doing a quiz.
2. *A:* What's he doing?
   B: He's colouring a square.
3. *A:* What's she doing?
   B: She's answering a question.
4. *A:* What's he doing?
   B: He's colouring a ball.

Unit 6

Lesson 2 – Track 11

1. Listen and tick.

1. That's a fox.
2. That's an ox.
3. That's a box.
4. That's a chicken.

Lesson 3 – Track 12

1. Listen and circle.

1. Is there a fox?
2. Is there an ox?
3. Is there a box?
4. Is there a duck?

Unit 7

Lesson 2 – Track 13

1. Listen and tick. Then say.

1. The jelly is yummy.
2. The juice is yummy.
3. The jam is yummy.
4. The pasta is yummy.

Lesson 3 – Track 14

1. Listen and circle.

1. Pass me the jelly, please.
2. Pass me the juice, please.
3. Pass me the jam, please.
4. Pass me the milk, please.

Unit 8

Lesson 2 – Track 15

1. Listen and tick (✓) or cross (×). Then say.

1. *A:* Is there a village?
   B: Yes, there is.
2. *A:* Is there a van?
   B: No, there isn't.
3. *A:* Is there a volleyball?
   B: No, there isn't.
4. *A:* Is there a river?
   B: Yes, there is.

Lesson 3 – Track 16

1. Listen and draw ☺ or ☹.

1. *A:* Can you draw a volleyball?
   B: Yes, I can.
2. *A:* Can you draw a van?
   B: No, I can't.
3. *A:* Can you draw a village?
   B: No, I can't.
4. *A:* Can you draw a river?
   B: Yes, I can.

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Unit 9

Lesson 2 – Track 17

1. Listen and write Y (Yes) or N (No). Then point and say.

1. I can see yams.
2. I can see yogurt.
3. I can see tops.
4. I can see yo-yos.

Lesson 3 – Track 18

1. Listen and circle.

1. *A:* What do you want?
   B: I want some yogurt.
2. *A:* What do you want?
   B: I want some yams.
3. *A:* What do you want?
   B: I want some yo-yos.
4. *A:* What do you want?
   B: I want some bananas.

Unit 10

Lesson 2 – Track 19

1. Listen and circle. Then say.

1. *A:* Can you see the zebra?
   B: Yes, I can.
2. *A:* Can you see the zebu?
   B: Yes, I can.
3. *A:* Can you see the farm?
   B: No, I can't. I can see the zoo.
4. *A:* Can you see the monkey?
   B: No, I can't. I can see the zebra.

Lesson 3 – Track 20

1. Listen and number.

1. *A:* Do you like the zoo?
   B: No, I don't.
2. *A:* Do you like the zebu?
   B: Yes, I do.
3. *A:* Do you like the zebra?
   B: Yes, I do.
4. *A:* Do you like the monkey?
   B: No, I don't.

Unit 11

Lesson 2 – Track 21

1. Listen and match. Then say.

1. This is Nick. He's sliding.
2. This is Ben. He's playing with a kitten.
3. This is Wendy. She's driving a car.
4. This is Mary. She's riding a bike.

Lesson 3 – Track 22

1. Listen and circle.

1. They're sliding.
2. They're driving cars.
3. They're riding bikes.
4. They're flying kites.

Unit 12

Lesson 2 – Track 23

1. Listen and number. Then say.

1. He's having pasta.
2. She's having a cake.
3. He's having grapes.
4. She's having pizza.

Lesson 3 – Track 24

1. Listen and circle.

1. I can see a table.
2. The cake is on the table.
3. The grapes are on the table.
4. The bananas are on the table.

Unit 13

Lesson 2 – Track 25

1. Listen and circle. Then say.

1. *A:* How many yams?
   B: Eleven.
2. *A:* How many yo-yos?
   B: Five.
3. *A:* How many zebus?
   B: Fourteen.
4. *A:* How many cakes?
   B: Eleven.

Lesson 3 – Track 26

1. Listen and circle.

1. *A:* What number is it?
   B: It's fifteen.
2. *A:* What number is it?
   B: It's fourteen.
3. *A:* What number is it?
   B: It's eleven.
4. *A:* What number is it?
   B: It's thirteen.

Unit 14

Lesson 2 – Track 27

1. Listen and match. Then say.

1. My sister is seventeen.
2. My brother is eleven.
3. My sister is eighteen.
4. My brother is thirteen.

Lesson 3 – Track 28

1. Listen and circle.

1. This is my grandmother.
2. *A:* How old is your sister?
   B: She's eighteen.
3. *A:* How old is your brother?
   B: He's nineteen.
4. This is my father.

Unit 15

Lesson 2 – Track 29

1. Listen and tick (✓) or cross (×). Then say.

1. *A:* Do you like the shirts?
   B: No, I don't.
2. *A:* Do you like the hats?
   B: Yes, I do.
3. *A:* Do you like the shorts?
   B: No, I don't.
4. *A:* Do you like the shoes?
   B: Yes, I do.

Lesson 3 – Track 30

1. Listen and circle.

1. Where are the shoes?
2. Where are the shirts?
3. Where are the shorts?
4. Where are the bags?

Unit 16

Lesson 2 – Track 31

1. Listen and number. Then point and say.

1. This is a tent.
2. This is a shirt.
3. This is a teapot.
4. This is a blanket.

Lesson 3 – Track 32

1. Listen and circle.

1. *A:* Is the blanket near the tent?
   B: No, it isn't. It's on the table.
2. *A:* Is the blanket near the tent?
   B: No, it isn't. It's in the tent.
3. *A:* Is the teapot near the table?
   B: No, it isn't. It's on the table.
4. *A:* Is the top near the tent?
   B: No, it isn't. It's in the ten.

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TIẾNG ANH 2 – SÁCH BÀI TẬP

Answer Keys

Unit 1

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Look and circle. Then say.

1. b 2. c 3. a 4. b

3. Game: Circle the words. Then point and say.

m	p	o	p	c	o	r	n	c
p	a	u	s	g	t	k	h	h
p	i	z	z	a	t	l	x	i
e	z	z	l	z	o	i	e	p
s	b	v	e	n	i	a	o	s
p	a	s	t	a	y	j	s	a

Lesson 2

1. Listen and number. Then say.

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

3. Look and write. Then say.

1. chips 2. pasta 3. pizza 4. popcorn

Lesson 3

1. Listen and circle.

1. b 2. a 3. b 4. a

2. Read and circle.

1. b 2. b 3. a 4. a

Unit 3

Lesson 1

1. Look and match.

1. b 2. c 3. a

2. Match and trace. Then say.

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

3. Game: Do the puzzle. Then point and say.

1. sea 2. sun 3. sand 4. sail

Lesson 2

1. Listen and circle Yes or No.

1. Yes 2. No 3. Yes 4. No

3. Look and write. Then say.

1. sun 2. sail 3. sea 4. sand

Lesson 3

1. Listen and circle.

1. b 2. a 3. a 4. a

2. Read and tick.

1. b 2. a 3. b 4. b

Unit 2

Lesson 1

1. Look and match.

1. b 2. a 3. c

2. Look, circle and say.

1. kitten 2. kite 3. cake 4. bike

3. Game: Look and write. Then point and say.

1. kite 2. bike 3. kitten 4. cake

Lesson 2

1. Listen and number. Then say.

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

3. Look and write. Then say.

1. kite 2. bike 3. book 4. kitten

Lesson 3

1. Listen and circle.

1. a 2. b 3. a 4. b

2. Read and match.

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

Unit 4

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Look, tick and say.

1. b 2. b 3. c 4. a

3. Game: Find the pictures with an 'R'. Colour the stars.

1, 3, 5

Lesson 2

1. Listen and tick (✓) or cross (×). Then say the sentences with a tick.

1. ✓ 2. × 3. ✓ 4. ×

3. Look and write. Then say.

1. rainbow 2. road 3. river 4. running

Lesson 3

1. Listen and circle.

1. a 2. b 3. a 4. b

2. Read and match.

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

Unit 5

Lesson 1

1. Look and match.

1. c 2. b 3. a

2. Circle and say.

1. b 2. b 3. b 4. a

3. Game: Look at the pictures and circle the words. Then point and say.

desk – quiz – question – square

Lesson 2

1. Listen and match.

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

3. Look and write. Then say.

1. question 2. square 3. quiz

Lesson 3

1. Listen and circle.

1. a 2. b 3. a 4. b

2. Read and match.

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

Unit 6

Lesson 1

1. Look and match.

1. b 2. a 3. c

2. Look and write. Then say.

1. fox 2. ox 3. box 4. duck

3. Game: Help the boy find the box. Draw a line.

fox – ox – box

Lesson 2

1. Listen and tick.

1. a 2. b 3. a 4. b

3. Look and write. Then say.

1. box 2. fox 3. ox

Lesson 3

1. Listen and circle.

1. a 2. a 3. b 4. b

2. Read and match.

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

Unit 7

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Match and trace. Then say.

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

3. Game: Circle the words. Then point and say.

j	m	p	j	g	u
u	r	n	r	b	w
i	j	e	l	l	y
c	x	a	z	v	m
e	p	i	z	z	a
q	j	a	m	z	a

Lesson 2

1. Listen and tick. Then say.

1. b 2. a 3. a 4. b

3. Look and write. Then say.

1. jam 2. juice 3. jelly

Lesson 3

1. Listen and circle.

1. a 2. b 3. b 4. a

2. Read and match.

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

Unit 8

Lesson 1

1. Look and match.

1. c 2. b 3. a

2. Look and circle. Then say.

1. b 2. c 3. a 4. c

3. Game: Do the puzzle. Then point and say.

1. volleyball 2. river 3. van 4. village

Lesson 2

1. Listen and tick (✓) or cross (×). Then say.

1. ✓ 2. × 3. × 4. ✓

3. Look and write. Then say.

1. van 2. village 3. river 4. volleyball

Lesson 3

1. Listen and draw ☺ or ☹.

1. ☺ 2. ☹ 3. ☹ 4. ☺

2. Read and match.

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

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Unit 9

Lesson 1

1. Look and match.

1. a 2. c 3. b

2. Circle the odd one out. Then point and say.

1. a 2. a 3. d 4. c

3. Game: Find and circle. Then point and say.

1. a. I like yogurt.
2. d. I like chips.
3. c. I like yo-yos.
4. b. I like yams.

Lesson 2

1. Listen and write Y (Yes) or N (No). Then point and say.

1. Y 2. Y 3. N 4. N

3. Look and write. Then say.

1. yo-yos 2. yogurt 3. yams

Lesson 3

1. Listen and circle.

1. a 2. b 3. a 4. b

2. Read and match.

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

Unit 11

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Circle and write. Then point and say.

1. b 2. a 3. a 4. a

3. Game: Guess and match. Then point and say.

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

Lesson 2

1. Listen and match. Then say.

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

3. Look and write. Then say.

1. riding 2. sliding 3. driving

Lesson 3

1. Listen and circle.

1. a 2. b 3. d 4. b

2. Read and match.

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

Unit 10

Lesson 1

1. Look and match.

1. c 2. b 3. a

2. Circle the odd one out. Then say.

1. b 2. c 3. a 4. c

3. Game: Do the puzzle. Then point and say.

1. zoo 2. monkey 3. zebu 4. tiger

Lesson 2

1. Listen and circle. Then say.

1. a 2. b 3. a 4. b

3. Look and write. Then say.

1. zoo 2. zebra 3. zebu

Lesson 3

1. Listen and number.

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

2. Read and circle.

1. a 2. a 3. b 4. b

Unit 12

Lesson 1

1. Look and match.

1. b 2. c 3. a

2. Match and trace. Then say.

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

3. Game: Find two differences. Then point and say.

Picture a: The car is on the table.
The grapes are on the table.

Picture b: The car isn't on the table. / There isn't a car on the table.
The grapes aren't on the table. / There aren't grapes on the table.

Lesson 2

1. Listen and number. Then say.

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

3. Look and write. Then say.

1. face 2. cake 3. table 4. grapes

Lesson 3

1. Listen and circle.

1. a 2. b 3. b 4. b

2. Read and tick.

1. b 2. a 3. b 4. a

Unit 13

Lesson 1

1. Look and match.

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

2. Match and say.

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

3. Game: Do the puzzle. Then point and say.

1. fifteen 2. thirteen
3. twelve 4. eleven
5. fourteen

Lesson 2

1. Listen and circle. Then say.

1. a 2. a 3. b 4. b

3. Look and write. Then say.

1. eleven 2. thirteen
3. fourteen 4. fifteen

Lesson 3

1. Listen and circle.

1. b 2. a 3. b 4. b

2. Read and match.

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

Unit 14

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Look and tick (✓) or cross (✗). Then say.

1. ✗ 2. ✗ 3. ✓ 4. ✓

3. Game: Circle the words. Then point and say.

v	n	g	q	f	p	w	f	z	a	u
d	m	r	n	f	x	y	a	q	h	j
d	s	a	q	e	r	t	t	p	o	l
f	g	n	h	j	b	n	h	m	k	z
s	f	d	h	m	n	b	e	v	c	x
m	q	m	a	w	e	b	r	v	b	l
o	e	o	s	i	s	t	e	r	a	u
t	r	t	d	h	r	o	t	h	e	r
h	k	h	s	a	z	x	c	b	n	m
e	m	e	z	x	c	v	b	n	q	r
r	h	r	g	l	p	o	i	u	y	t

Lesson 2

1. Listen and match. Then say.

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

3. Look and write. Then say.

1. grandmother 2. brother 3. sister

Lesson 3

1. Listen and circle.

1. b 2. b 3. a 4. a

2. Read and circle.

1. a 2. b 3. b 4. a

Unit 15

Lesson 1

1. Look and match.

1. a 2. c 3. b

2. What's next? Circle a or b. Then say.

1. b 2. a 3. b

3. Game: Look and write. Then point and say.

shoes – shorts – shirt – table

Lesson 2

1. Listen and tick (✓) or cross (✗). Then say.

1. ✗ 2. ✓ 3. ✗ 4. ✓

3. Look and write. Then say.

1. shirts 2. shoes 3. shorts

Lesson 3

1. Listen and circle.

1. a 2. b 3. a 4. b

2. Read and circle.

1. b 2. b 3. a 4. a

Unit 16

Lesson 1

1. Look and match.

1. c 2. a 3. b

2. Look and circle Y (Yes) or N (No). Then say.

1. Y 2. Y 3. N 4. Y

3. Game: Help Tina find her tent. Draw a line to follow the pictures with a 'T'.

Start – blanket – teapot – pot – hat – End

Lesson 2

1. Listen and number. Then point and say.

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

3. Look and write. Then say.

1. tent 2. hat 3. teapot 4. blanket

Lesson 3

1. Listen and circle.

1. b 2. a 3. b 4. b

2. Read and circle.

1. b 2. a 3. a

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HUÂN CHƯƠNG HỒ CHÍ MINH



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