BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 3

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

macmillan education

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

GLOBAL SUCCESS

Tiếng Anh 3

SÁCH GIÁO VIÊN

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



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

Tiếng Anh – Global Success is a three-level English textbook series for Vietnamese primary school pupils learning English as a foreign language (EFL). The series follows the syllabus approved by the Ministry of Education and Training in December 2018, and covers a systematic, helical and topic-based development of basic English language skills with an emphasis on listening and speaking for early levels.

Tiếng Anh 3 – Global Success covers the first year of compulsory English language learning at primary level.

UNIT STRUCTURE

The **Student's Book** follows a sequence of presentation, practice and production to develop English at a basic level. It comprises a Starter unit, twenty topic-based learning units and four Review and Fun time sections. These are richly illustrated and contain cross-curricular elements to provide pupils with easy-to-grasp and memorable lessons, as well as an enjoyable English language learning experience.

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

Each lesson provides material for two teaching periods (equal to 70 minutes in total). Lessons contain concise and clear instructions for a wide range of activities arranged in logical progression, helping pupils to develop critical thinking, coordination and the ability to interact with each other as they learn to understand and use English in both spoken and written forms.

A variety of extra activities including singing, chanting, TPR (total physical response) activities, games and a creative project at the end of each unit aims to develop pupils' ability to reproduce language in a fun and engaging way.

The **Student's Book** creates a feeling of familiarity through the appearance of both Vietnamese and foreign characters, such as Mai, Nam, Minh, Linh, Mary, Lucy, Bill, and Ben.

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

LESSON 1

1. LOOK, LISTEN AND REPEAT.

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

2. LISTEN, POINT AND SAY.

This activity provides controlled practice of target vocabulary and structures. Pupils listen to the teacher's model or the recording, point at each visual and textual prompt, and repeat, before practising speaking in pairs. Mechanical drills such as repetition, substitution, question-and-answer and transformation help pupils become familiar with vocabulary and structures before reproducing the language in a wider context.

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3. LET'S TALK.

This activity presents different situations in which pupils practise the vocabulary and structures they have learnt. Visual and textual prompts encourage and guide pupils as they interact with their peers.

4. LISTEN AND CIRCLE / TICK / NUMBER.

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

5. LOOK, COMPLETE AND READ / READ AND MATCH.

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

6. LET'S SING / PLAY.

This activity is an opportunity for pupils to practise using and responding to English in a fun and engaging way. Easy-to-learn songs and games help pupils practise the pronunciation and rhythm of English through interaction and cooperation with each other.

LESSON 2

The first three activities in Lesson 2 follow the same pattern as in Lesson 1 (**1. LOOK, LISTEN AND REPEAT.**, **2. LISTEN, POINT AND SAY.** and **3. LET'S TALK.**).

4. LISTEN AND NUMBER / TICK.

This activity further develops pupils' listening skills. Pupils look at the pictures while listening and show their understanding by numbering the pictures or putting a tick (✓) in the appropriate box.

5. READ, LOOK AND MATCH / COMPLETE / TICK / CIRCLE / WRITE.

This activity provides pupils with a simple introduction to reading. Pupils show their understanding of the text through filling the gaps, matching text with pictures, answering the questions or choosing the correct answers.

6. LET'S SING / PLAY.

As in Lesson 1, this final activity provides pupils with a fun and engaging way to use and respond to English through singing songs or playing games.

LESSON 3

1. LISTEN AND REPEAT.

This activity focuses on the letters and sounds (phonics) which appear frequently in the target vocabulary or structures of the unit, with a particular focus on those that young Vietnamese learners might find problematic. Pupils become familiar with the letters and sounds by listening and repeating.

2. LISTEN AND CIRCLE / TICK.

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

3. LET'S CHANT.

This activity is a chant that contains the phonics sounds and the target vocabulary and structures that pupils have learnt in Lessons 1 and 2. Like songs, chants are a helpful way of teaching the pronunciation and rhythm of English, which is very different from Vietnamese.

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4. READ AND MATCH / CIRCLE / COMPLETE / WRITE THE ANSWERS.

In some units, this activity asks pupils to read and match sentence halves, or questions with answers. In others, it asks pupils to read and choose the correct answers, complete the gaps or write the answers.

5. LET'S WRITE.

This activity provides freer practice of the target vocabulary and structures of the unit by asking pupils to read and either complete or write full sentences.

6. PROJECT

In this activity, pupils are guided through a creative project that they carry out in groups. The purpose of the project is to foster cooperation and interaction within the class.

GENERAL TEACHING SUGGESTIONS

The following guidelines are for you to refer to when you first use this coursebook with your class. Feel free to make any adjustments, as it is you who knows best your particular teaching conditions and your pupils' needs.

It is advisable to go through the contents of each lesson and the teaching notes before you go into the classroom. This will help you to familiarise yourself with the material, know what to prepare for the lesson and identify what activities to conduct. For games and puzzles, consult the answer key before you teach.

Note: Remind your pupils to use pencils to complete, write or copy sentences in their textbooks, and to draw pictures in their notebooks.

WARM-UP

A warm-up activity (just two to five minutes) is a great way to engage pupils at the start of a lesson. It is also helpful for revising the previous lesson and leading into the new one. The warm-up activities in ***Tiếng Anh 3 – Global Success*** vary so that you can choose the most suitable for your class. For example, you might get pupils to sing a song or play a non-verbal game such as Simon says ..., Pelmanism, Bingo, Slap the board or Charades (miming).

CLASSROOM MANAGEMENT

Pair work

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

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

Group work

When setting up group work, a fun and effective way of dividing pupils into groups is to do so according to given criteria, e.g. they have the same birthday or hobby. Help groups to work well together by checking that each pupil understands their role, and praise pupils when they cooperate.

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

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

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

CLASSROOM LANGUAGE

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

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

Classroom language can be divided into **receptive language** and **productive language**. Receptive language is what pupils hear and respond to, e.g. an instruction, while productive language is the language they use when interacting with the teacher or with other pupils.

The following are examples for use in your classroom teaching:

Receptive classroom language

Answer the question.

Ask (your classmate / partner) a question.

Check your answers (in pairs / groups).

Close your books.

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

Correct.

Draw (a picture of) …

Goodbye.

Hello. / Hi. / Good morning / afternoon.

Here it is. / Here you are.

How do you spell it in English?

Listen to (this / your classmate / the dialogue / story).

Look at (this / the board / the picture(s)).

Open your books.

Put up your hand.

Put your books away.

Quiet, please.

Read this / the word(s) / dialogue aloud.

Repeat after me, please.

Repeat, please.

Say it (in English / Vietnamese).

Sit down, please.

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Spell it / the word(s).

Stand up, please.

Talk to your (classmate / partner / group).

Try again.

Work (on your own / together).

Write (the answer(s) / word / sentence / question).

Productive classroom language

Can I borrow a / your (pen)?

I can't remember.

I don't know.

I think it's / the answer is …

I (don't) understand.

Is this / that correct?

It's my / your go / turn.

I've got (one) right / wrong.

See you tomorrow / on (Monday) / next week.

Thank you. / Thanks. / Many thanks.

What does it / this word / sentence mean?

What's … in English?

What's the answer to question (one)?

ENDING A LESSON

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

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

ACTIVITIES

Dictation

For dictation, read the target sentences aloud while pupils listen and write. Pupils can then work in pairs or groups to check their answers.

Another method is to put pupils into pairs or groups, then have them take turns to dictate target sentences to each other. Pupils can then check each other's answers.

Spelling and writing

There are various ways of supporting pupils with their spelling. One way is to say the target words and encourage pupils to try to write them correctly in their notebooks. Pupils can then work in pairs or groups to check their answers.

Another way is to write the target words on the board, then assign one word to each pupil to copy onto a piece of paper. Collect the pieces of paper and put them into a box, then erase the words from the board. Divide pupils into two teams and have them take it in turns to pick out a word from the box and say it to the other team. That team must then spell the word correctly to score a point. The team with the most points wins.

TPR (Total Physical Response)

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

TPR may be used as follows:

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

Word cards

Word cards can be used to check pupils' understanding of target words. Prepare them in advance and put them in a box at the front of the classroom. Put pupils into two teams of four, then nominate a pupil from each team to come to the front of the class to pick a card out of the box. They then act out the word on the card for their team, who have to guess the word in no more than five tries to score a point. Pupils in each team take turns acting and guessing, until all of the word cards have been used. The team with the most points wins.

GAMES

Bingo

Draw a Bingo grid of 3x3 squares on the board and ask pupils to copy it. Ask pupils to tell you the words they have learnt in their lessons. List them on the board. Each pupil chooses nine words from the list to copy into their grid. While they are doing this, copy each word onto a piece of paper, put the pieces of paper into a bag and mix them up. Nominate pupils one by one to pick out a piece of paper and call out the word. Pupils with that word in their grid can cross it out. Continue the game until there is a pupil who has all the words in their grid crossed out and calls out *Bingo!*. That pupil is the winner.

Charades (miming)

Put pupils into two teams, A and B, and explain that they take turns to choose a word to act out. If team B can guess the word, they score a point.

You may need to act out a couple of examples if pupils lack confidence at first, as this will help them to feel more comfortable and understand what they need to do.

Kim's game

This is a memory game. Collect a set of items of the same type, e.g. school things. The items should be in the pupils' vocabulary. Arrange the items on a desk and cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth. Have a brief discussion with the class on what might be under the piece of cloth, based on the shape and size of what they can see.

Put pupils into teams. Do not allow them to write anything down. Explain that you will show them the items under the piece of cloth for 60 seconds. After that, each team must write down the names of as many objects as they can remember.

Show the items for 60 seconds, then cover them with the piece of cloth. In their teams, pupils try to remember and write down all the items. Teams score one point for a correct guess and another for a correct spelling. The team with the most points wins.

Pelmanism

This is a card game designed to test memory and concentration. All of the cards are placed face down on a table. Pupils take turns to select two cards and turn them face up. If the cards match, that player wins the pair and has another turn. If the cards do not match, they are turned face down again and play passes to the next pupil. The game ends when all the card pairs are gone. The pupil with the most pairs wins.

Sentence line-up

Put pupils into two teams, A and B, and have them sit on chairs facing the rest of the class. Give each team a set of word cards that together form a sentence (each team's set should be different to the other's). Read a sentence, e.g. *This is Lan*. If team A has the word cards containing *This*, *is*, *Lan* and the full stop, they should stand up and move quickly into a line to show the sentence with the words in the correct order. Team B should remain seated. If they stand up when you call team A's sentence, they will lose the game, and vice versa.

Simon says ...

To play this classic game, instruct pupils to carry out actions by saying *Simon says* ... plus a command, e.g. *touch your nose* or *stamp your feet*. If the instruction does not begin with *Simon says* ..., pupils should not do the action. Pupils who respond to instructions that do not begin with *Simon says* ..., or who do the wrong action, will be eliminated.

Explain the rules of the game and check pupils' understanding by playing a trial game.

Encourage a pupil to lead the game. It may be a good idea to first have them write down four or five commands (e.g. *stand up, sit down, clap your hands, stamp your feet, touch your ears*) to use as prompts.

Slap the board

Slap the board is a fun game that helps to reinforce the association between written and spoken words.

The goal of the activity is to, upon hearing a spoken word, quickly recognise the word's written form or corresponding picture.

Write words or display pictures on the board. Nominate a pupil to come to the front of the class and give them a time limit. Call out the words one by one, each time waiting for the pupil to slap the correct word or picture. Remember to keep track of the total number of words or pictures each pupil slaps correctly within the time limit. The pupil with the highest number wins.

Spot the difference

Spot the difference tests observation and concentration skills by asking pupils to spot the differences between two images that at first glance may appear to be identical. One image may have a few more things in it than the other one does, or be missing things that the other one has.

To play the game, provide each pupil, or group of pupils, with a pair of pictures.

Pupils should highlight each difference by drawing a circle around it. The first pupil or group to find all the differences wins. They then describe each difference to the class.

Tic-tac-toe

Draw a traditional tic-tac-toe grid of 3x3 squares on the board. In each square, write prompts to help pupils form sentences, e.g. *you / like / dolls?* or *my / pencil / blue*.

Put pupils into pairs and tell them to copy the grid (one grid per pair). Pupils then play the game by taking turns to form a grammatically correct sentence based on the prompts in the corresponding grid square. If their sentence is correct, they can mark an X or an O in that square. The first pupil to mark three Xs or Os in a horizontal, vertical or diagonal row wins the game.

There are many more language games that you can find online. Simply search for ESL (English as a second language) or EFL (English as a foreign language) games.

TEACHING THE UNIT

LOOK, LISTEN AND REPEAT.

- It is very important to inform the class of the objectives of a lesson because pupils can only perform well if they understand what is expected. Say the unit title a few times and check pupils' understanding using simple and easy questions. Vietnamese may be used for the first few classes to ensure that your meaning is clear. As pupils progress, increase your use of English and only give short explanations in Vietnamese when absolutely necessary.
- Hold up the Student's Book, point to each of the pictures in the story in turn and briefly discuss with the class what they think is happening in each picture. Elicit answers by asking questions such as: "What can you see in the picture?", "Who is / are the speaker(s)?", "What are they saying?", "What do(es) he / she / they want?", "What is / are he / she / they doing?", etc. Encourage pupils to guess the meaning of target vocabulary based on what they can see in the pictures or other visual prompts such as flash cards. Abstract nouns or notions difficult to convey visually may be explained in either English or Vietnamese.
- Play the recording for pupils to listen and follow silently in their books.
- Play it again for pupils to do choral and individual repetition until they feel confident.

LISTEN, POINT AND SAY.

- Inform the class of the objectives of this activity: pupils are going to learn the pronunciation of new words and sentences.
- Give pupils a few moments to look at the pictures and the words under them.
- Play the recording or point to each word and say it slowly and clearly. Check pupils' understanding of the vocabulary and give explanations if necessary using flash cards and gestures. Get pupils to do choral repetition, using the flash cards or picture cards as prompts. When pupils are confident enough, get different individuals to take turns saying the sentences or asking and answering the questions.
- Write the gapped sentences on the board and elicit the words to fill the gaps. Point to each sentence and say it slowly and clearly before having pupils do choral and individual repetition or drilling, using the words and pictures as prompts.
- If the task is drilling a question and answer, drill the answer first. When you have finished drilling the answer, drill the question using the same procedure. Finally, combine the question and answer. Do choral and individual drilling.
- Put pupils into pairs. Have them point to each picture and take turns asking and answering questions. Go around offering help with pronunciation where necessary.
- Call on several open pairs to act out the dialogue.
- **Follow-up activity:** Encourage groups of pupils to come to the front of the classroom and act out the story either with or without their books, depending on how confident they feel.

LET'S TALK.

- Use flash cards or pictures to revise the vocabulary and structures taught in the previous activities. Pupils can look at the Student's Book and imagine they are the characters in the story, or role-play as themselves.
- Elicit the language to fill the gapped sentences. Write the completed sentences on the board and have pupils repeat them a few times.

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- Encourage pupils to write their own exchanges and call on some open pairs to act out the dialogue in front of the class.

LISTEN AND CIRCLE / TICK.

- Inform the class of the objective of this activity: they are going to listen and either circle the correct picture or tick the appropriate box to show their understanding.
- Give pupils a few moments to look at the pictures. Draw pupils' attention to specific details in the pictures and check their understanding by saying: "Describe what you see in the picture.", "What can you see in the picture?" or "What do you think this (speaker / boy / girl / person) is saying?". Remind pupils not to worry if they do not understand every word, and that they should associate what they are hearing with the pictures.
- Play the recording all the way through for pupils to listen to while they are looking at the pictures. Play it again for them to circle the correct picture or tick the appropriate box. Play the recording a third time for pupils to check their answers.
- Have pupils swap their answers before nominating a few pupils to share theirs. If there are more than three pupils with incorrect answers, ask these pupils to explain why they selected the answers (in Vietnamese if they cannot express their ideas in English), and explain the correct answer to them.

LISTEN AND NUMBER.

- The procedure for this activity is the same as for *Listen and circle / tick.* However, here pupils must number the pictures in the order in which they hear them.

READ AND MATCH / COMPLETE / WRITE / CIRCLE / TICK.

- Inform the class of the objective of this activity: they are going to read the texts and show their understanding by matching the texts with the pictures, completing the gapped sentences or choosing the correct answers.
- Let pupils read the text by themselves. Check their understanding and give the meaning of any new words if necessary.
- Give pupils time to read in silence and do the task.
- Get pupils to swap and check their answers in pairs before checking as a class.

LET'S PLAY.

- There are different kinds of games in ***Tiếng Anh 3 – Global Success***, such as Bingo, Slap the board, Simon says ..., Kim's game (memory game), Pelmanism and Charades (miming) (see GAMES).
- Make sure pupils have a clear understanding of how to play the game. Demonstrate the game in front of the classroom with a few pupils, and have a practice round before starting the game.
- Team games are more competitive and more exciting. Keep the score on the board and encourage a spirit of cooperation.

LISTEN AND REPEAT.

- Inform the class of the objective of the activity: pupils are going to practise saying the sounds of the target letters in words and sentences. Hold the phonics flash cards or point to the letters in red in the Student's Book in such a way that the whole class can see them. Pronounce the letters slowly and clearly a few times before saying the words.
- Do choral and individual repetition until pupils feel confident saying the words by themselves.
- Draw pupils' attention to the sentences. Check their understanding before reading each sentence clearly. Have pupils do choral and individual repetition, using the word cards as prompts.

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LISTEN AND CIRCLE / TICK.

- Inform pupils of the objective of the activity: to listen and circle / tick the correct options.
- Give a few seconds for pupils to read the gapped sentences by themselves. Play the recording, pausing regularly to allow time for pupils to choose the correct answers.
- Have pupils swap their answers in pairs before checking as a class.
- Draw pupils' attention to capital letters and the punctuation in a sentence (comma, full stop, question mark, etc.).

LET'S SING / CHANT.

- Songs and chants are a fun and engaging way of helping pupils to practise the pronunciation and rhythm of English. Songs and chants feature in every unit. Familiarise yourself with them before using them in the classroom.
- Give pupils time to read the lyrics by themselves. Check their understanding and explain new vocabulary if necessary.
- Sing or play the recording all the way through. Then have pupils repeat each line of the lyrics a few times before having them chant or sing all the way through.
- When pupils can sing or chant with confidence, get them to do the actions (mime) as they are singing or chanting, as this will help to reinforce the meaning of the language and make the activity more enjoyable. Pupils may even try singing or chanting without looking at their books.

LET'S WRITE.

- Inform pupils of the objective of this activity: they are going to write words or phrases using the prompts (texts or pictures). Show pupils how to carry out the task.
- Give a few seconds for pupils to look at the pictures or read the text by themselves. Then check comprehension by asking simple and easy questions (see *Look, listen and repeat.*).
- Have pupils do the task independently. Move around the classroom offering support where necessary.
- Have pupils swap and check their answers in pairs before checking as a class. Give explanations if there is more than one pupil making the same mistake.

PROJECT

Every unit concludes with a creative project to reinforce what pupils have learnt, as well as to foster cooperation and interaction. Set the project as homework.

Important note: Tell pupils about the project at the end of the first period of a unit. Explain that they should do their projects at home and bring them to class and present them at Project time (Period 6). Check their project progression after each lesson.

STARTER

Objectives

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

- identify the numbers 1 to 10 through listening, speaking, reading and writing activities;
- identify the letters of the alphabet through listening, speaking, reading and writing activities;
- play the game *Bingo* to review the numbers from *one* to *ten* and letters of the alphabet.

Period 1

A. NUMBERS

Warm-up

- Greet the class: "Hello." Reinforce the meaning by smiling and waving. Encourage pupils to respond with "Hello" and copy the action. Repeat the procedure a few times.
- Tell pupils to open their books on page 7 and look at *Starter, A. Numbers.* Write the title *Numbers* on the board and tell pupils what they will learn in this lesson.

1. Listen, point and repeat.



Goal: To listen, point at and repeat the numbers 1 – 10 correctly.

Input: – Numbers 1 – 10

– Audio recording of the numbers 1 – 10

Procedure: **Step 1:** Draw pupils' attention to the numbers. Tell them to listen, point at the numbers and repeat. Play the recording for pupils to listen to the numbers, and familiarise themselves with their stress and intonation.

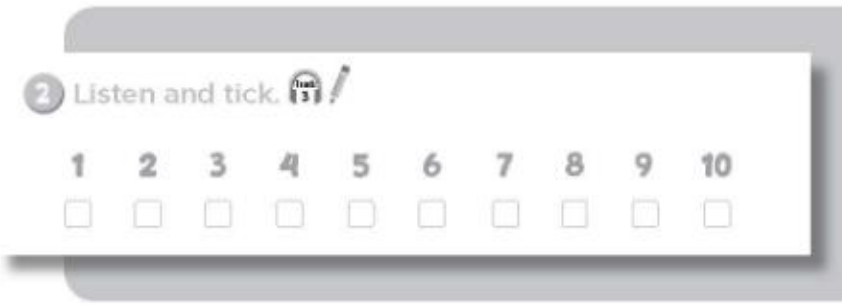
Step 2: Play the recording again for pupils to listen and repeat. Remind them to point at the numbers while listening. Do this several times until they feel confident. Correct their pronunciation where necessary.

Step 3: Put pupils into pairs to practise listening, pointing at and repeating the numbers 1 – 10. Go around the classroom to offer support.

Outcome: Pupils can listen, point at and repeat the numbers 1 – 10 correctly.

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2. Listen and tick.



Goal: To listen to and identify the numbers by ticking the correct boxes.

Input: Numbers 1 – 10 with boxes for ticking

Audio script: three, five, eight, ten

Procedure: **Step 1:** Draw pupils' attention to the numbers. Tell them to listen and tick the correct boxes while listening. Give an example by playing the recording for *three* and ticking the correct box.

Step 2: Play the recording all the way through for pupils to do the task. Play the recording again for them to check their answers.

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

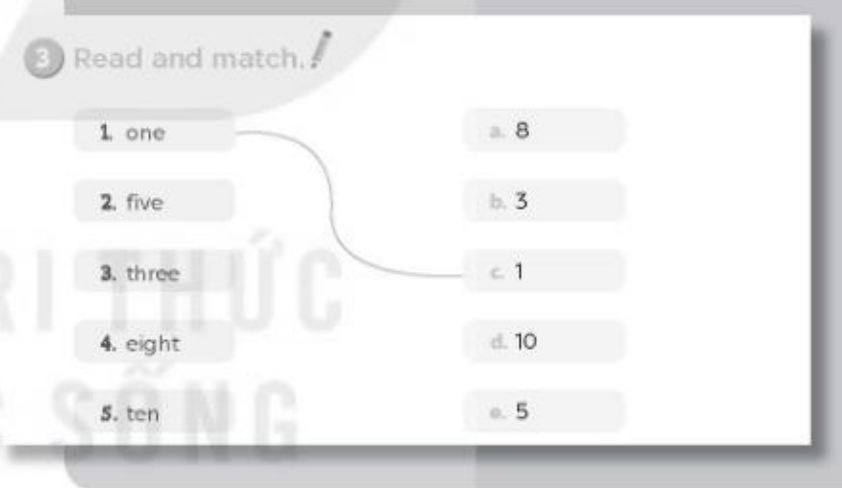
Step 4: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can listen to and identify the numbers by ticking the correct boxes.

Key: 3 5 8 10

3. Read and match.



Goal: To read and match the relevant words with numbers.

Input: Two columns: numbers in word and numeral form

Procedure: **Step 1:** Divide the board into two columns and write the numbers in word and numeral form. Tell pupils to read the words and draw lines to match the numbers. Give an example by having pupils read the word in chorus and drawing a line to match it to the number 1.

Step 2: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.

Step 3: Check the answers as a class. Then invite a pupil to come to the front and draw lines on the board to match the words with the relevant numbers.

Outcome: Pupils can read and match words with the relevant numbers.

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

Period 2

B. THE ALPHABET

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Tell pupils to open their books on page 8 and look at *B. The alphabet.* Write the title *The alphabet* on the board and tell pupils what they will learn in this lesson.

1. Listen, point and sing.



Goal: To identify the letters of the alphabet by correctly pointing at, singing and performing *The alphabet song* with the correct pronunciation and melody.

Input: The lyrics and the recording of *The alphabet song*

Procedure:

Step 1: Draw pupils' attention to the title and lyrics of the song. Check comprehension.

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

Step 3: Play the recording again for pupils to listen and repeat. Do this several times until they feel confident. Correct their pronunciation where necessary.

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

Step 5: Show pupils actions to do while singing along with the recording, for example, use a finger to draw the letters in the air while singing.

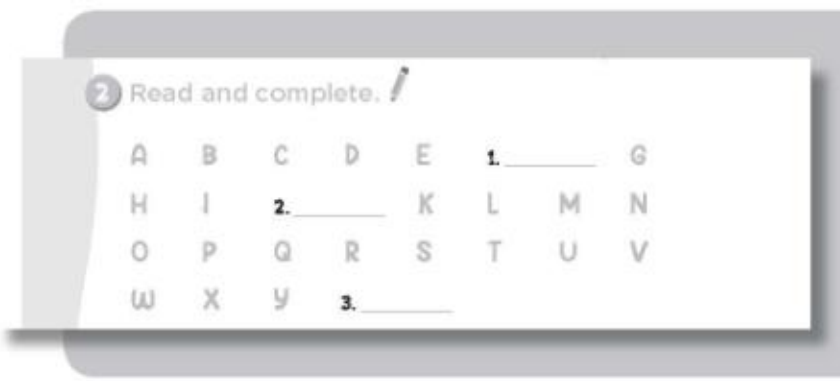
Extension: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to sing and perform the song while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can identify the letters of the alphabet by pointing at, singing, and performing *The alphabet song* with the correct pronunciation and melody.

2. Read and complete.

Goal: To identify and complete the missing letters of the alphabet.

Input: The incomplete alphabet with three missing letters



Procedure: **Step 1:** Draw pupils' attention to the incomplete alphabet. Point at the letters for pupils to read, then elicit each missing letter and give feedback.

Step 2: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.

Step 3: Invite a pupil to stand up and say the missing letters. Correct their pronunciation where necessary. Write the answers on the board for the class to check their answers.

Extension: Have the class sing *The alphabet song* a few times.

Outcome: Pupils can identify the alphabet letters and complete the missing letters.

Key: 1. F **2.** J **3.** Z

3. Count the letters.



Goal: To count the letters in the target names.

Input: Three names: BEN, MARY and LINDA

Procedure: **Step 1:** Draw pupils' attention to the target names. Point at the first name, BEN, and have pupils count the letters by reading the numbers under the letters. Point at the number 3 and say that it is the total number of the letters in the name BEN. Get the class to count the letters again in chorus.

Step 2: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.

Step 3: Invite a pupil to stand up and count the letters in the names.

Outcome: Pupils can count the letters in the target names.

Key: 2. 4 **3.** 5

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

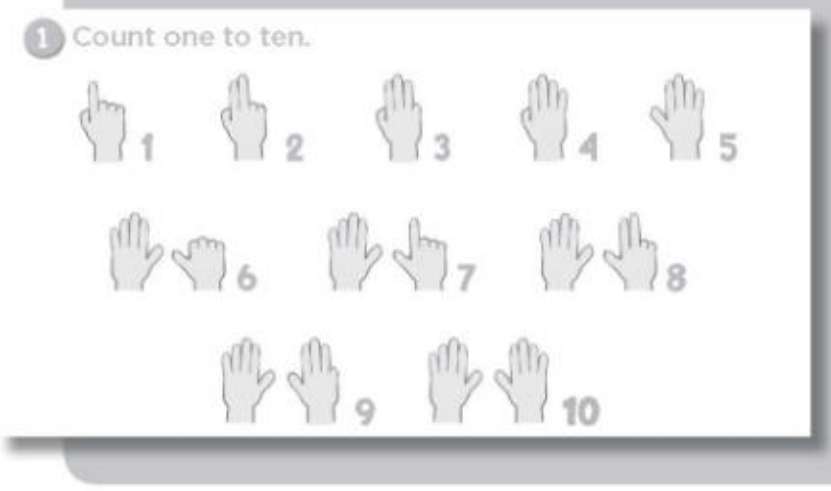
Period 3

C. FUN TIME

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Get pupils to sing *The alphabet song*. Then tell them to open their books on page 9 and look at *C. Fun time.*

1. Count one to ten.



Goal: To review the numbers 1 – 10 by counting on fingers.

Input: Picture cues of the hands showing numbers 1 – 10

Procedure: **Step 1:** Draw pupils' attention to the pictures of the hands. Show them how to use their fingers to count from *one* to *ten*, and practise a few times until they feel confident.

Step 2: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support.

Step 3: Invite a few pupils to the front of the classroom to take turns to perform the task. Get the class to vote for the best performer.

Outcome: Pupils can review the numbers from *one* to *ten* by using their fingers to count.

2. Let's play.



Bingo

Goal: To review the numbers 1 – 10 and the letters of the alphabet by playing the game *Bingo*.

Input: Two 3x3 Bingo grids, one filled with nine numbers, another filled with nine letters of the alphabet

Procedure: **Step 1:** Draw a 3x3 Bingo grid on the board and get pupils to do the same in their notebooks.

Tell pupils to complete their grids with any numbers from *one* to *ten*. Explain how to play the game: You call out a number. Every pupil that has that number in his or her grid should cross it out.

Continue to call out numbers (remember to keep a record!) until someone shouts *Bingo!* Check his / her grid to make sure that he or she has crossed out the numbers that you have called, then declare him or her the winner.

Step 2: Repeat the same procedure with the Bingo grid filled with the letters of the alphabet.

Extension: If time allows, have pupils count from *one* to *ten*, and sing *The alphabet song* in chorus.

Outcome: Pupils can review the numbers from *one* to *ten* and the alphabet letters by playing the game *Bingo*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 1 – HELLO

Objectives

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

- correctly pronounce the sounds of the letters ***h*** and ***b*** in isolation, in the words *hello* and *bye*, and in the sentences *Hello, Ben.* and *Bye, Ben.*;
- use the names *Ben, Mai, Minh, Lucy*, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello. / Hi. I'm _____., How are you?* and *Fine, thank you.* in relation to the topic "Greetings";
- use *Hello. / Hi. I'm _____.* and *Hello, / Hi, _____. I'm _____.* to greet, introduce themselves and respond to greetings;
- use *Hi. How are you?* and *Fine, thank you.* to greet others, respond to greetings and use *Goodbye / Bye _____.* to say goodbye;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Greetings";
- make pupil cards at home and use them to practise talking in the classroom at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Write the title *Hello* on the board and model it for the class to repeat a few times.
- Get pupils to open their books on page 10 and look at Unit 1, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self-introducing and responding to greetings.

Input: – Context **a**: Ben: *Hello. I'm Ben.* Mai: *Hi, Ben. I'm Mai.*

– Context **b**: Minh: *Hi. I'm Minh.* Lucy: *Hello, Minh. I'm Lucy.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *Hello. I'm Ben.* and *Hi, Ben. I'm Mai.* Tell pupils that these sentences are used to greet, self-introduce and respond to greetings; and that *Hi* is more friendly than *Hello* in conversations.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on greetings, self-introducing and responding to greetings.

2. Listen, point and say.



Goal: To correctly say the characters' names and use *Hello. / Hi. I'm _____.* and *Hello, / Hi, _____. I'm _____.* to greet, self-introduce and respond to greetings.

Input: – Picture cues:

a. Ben, a British male pupil, and Mai, a Vietnamese female pupil, greet each other.

b. Minh, a Vietnamese male pupil, and Lucy, a British female pupil, greet each other.

– Speech bubbles: *Hello. / Hi. I'm _____.*

Hello, / Hi, _____. I'm _____.

Audio script: **a**. Ben, Mai **b**. Minh, Lucy

A: Hello, I'm Ben.

B: Hi, Ben. I'm Mai.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** and **b**. Elicit the name of each character.

Step 2: Point at Picture **a** and the words *Ben* and *Mai* underneath it. Check comprehension and give feedback. Play the recording for pupils to repeat the words a few times. Repeat the same procedure with Picture **b**.

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

Step 4: Divide the class into two groups to take turns repeating each character's speech in Picture **a** until they feel confident. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture **b**.

Step 5: Give pupils time to work in pairs and take turns acting out the role of each character in Picture **a** and Picture **b**.

Step 6: Invite a few pairs to come to the front of the classroom, and act out the roles.

Outcome: Pupils can correctly say the characters' names and use *Hello. / Hi. I'm _____.* and *Hello, / Hi, _____. I'm _____.* to greet, self-introduce and respond to greetings.

3. Let's talk.



Goal: To enhance the correct use of *Hello. / Hi. I'm _____.* and *Hello, / Hi, _____. I'm _____.* to greet, self-introduce and respond to greetings in a freer context.

Input: – Picture cue: Lucy meets Minh outside school. They greet, self-introduce and respond to greetings.

– Speech bubbles: *Hello. / Hi. I'm* _____. – _____.

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

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

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

Outcome: Pupils can enhance the correct use of *Hello. / Hi. I'm* _____. and *Hello, / Hi,* _____. *I'm* _____. to greet, self-introduce and respond to greetings in a freer context.

Preparation for the project: Tell pupils about the project on page 15. Ask them to prepare for it at home by making a pupil card with their personal information. Remind them to bring their pupil card to class to present it at Project time. Show them a sample and explain how to fill out the information.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Then invite a group of four to the front of the classroom to take turns greeting, introducing themselves and responding to greetings. Offer support where necessary.
- Get pupils to open their books on page 11 and look at Unit 1, Lesson 1, Activity 4. Tell them what they will learn in this lesson.

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4. Listen and circle.

Goal: To listen to and understand two communicative contexts in which two pupils greet, self-introduce and respond to greetings and circle the correct pictures.



Input: Picture cues:

1a. Lucy and Ben first meet each other. **1b.** Lucy and Minh first meet each other.

2a. Ben and Mai first meet each other. **2b.** Ben and Lucy first meet each other.

Audio script:

1. *Lucy*: Hello. I'm Lucy.
Minh: Hello, Lucy. I'm Minh.

2. *Ben:* Hi. I'm Ben.
Mai: Hi, Ben. I'm Mai.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the names of the characters in each picture. Point at each of the pictures to explain the context. Play the recording for Question 1 for pupils to listen. Play the recording again and elicit the answer. Circle the letter **b** in Picture **1b**. Play the recording a third time for pupils to check their answers. Repeat the same procedure with Pictures **2a** and **2b.**

Step 2: Get pupils to swap books with a partner. Play the recording again to check answers together as a class. Write the answers on the board.

Step 3: Play the recording all the way through for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand two communicative contexts in which two pupils greet, self-introduce and respond to greetings and circle the correct pictures.

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

5. Look, complete and read.



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

Input: Four picture cues and four incomplete sentences

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the characters (*Ben*, *Lucy*, *Mai* and *Ben*, *Minh* and *Lucy*).

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

Step 3: Model Sentence **1**. Ask them what is missing in the sentence (*Hello / Hi*). Have them look at the picture and complete the gap, then read the completed sentence in chorus. Repeat the same procedure with Sentences **2**, **3** and **4**.

Step 4: Get pupils to complete the sentences individually, then nominate a few to stand up and read them aloud.

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

Key: 1. Hello / Hi **2.** Hello / Hi **3.** I'm **4.** Hello / Hi; I'm

6. Let's sing.



Goal: To sing the song *Hello* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Hello*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. Tell pupils to point at the relevant character while singing his or her name.

Step 2: Play the recording all the way through for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Step 4: Introduce actions for pupils to do while singing along with the recording. For example, wave your hand to indicate a greeting. Play the recording all the way through for pupils to sing and do actions.

Step 5: Give pupils time to practise singing and doing actions in pairs or groups.

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

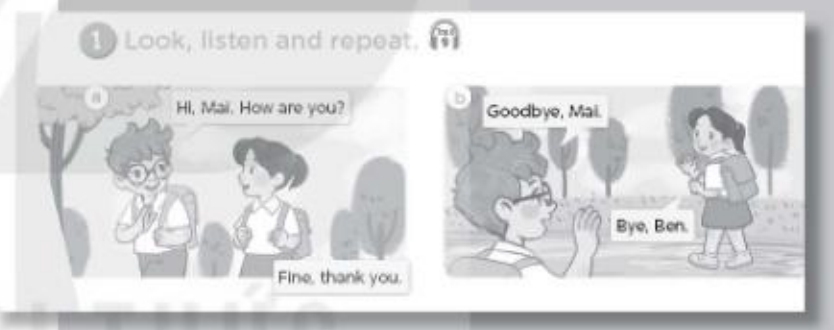
Outcome: Pupils can sing the song *Hello* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *Hello* and clap or do actions while singing.
- Get pupils to open their books on page 12 and look at Unit 1, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

Input: – Context **a**: Ben: *Hi, Mai. How are you?* Mai: *Fine, thank you*.

– Context **b**: Ben: *Goodbye, Mai.* Mai: *Bye, Ben.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *Hi, Mai. How are you? – Fine, thank you*. and *Goodbye, Mai. – Bye, Ben.* Tell pupils that these sentences are used to greet, respond to greetings, and say goodbye.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Listen, point and say.



Goal: To correctly say the words and use *Hi. How are you?* and *Fine, thank you.* to greet and respond to greetings, and *Goodbye. / Bye.* to say goodbye.

Input: – Picture cues:

a. Ben and Mai meet each other again.

b. Minh and Lucy say goodbye to each other.

– Speech bubbles: *Hi. How are you?* – _____, _____.

Goodbye. / Bye. – _____.

Audio script:

a. Fine, thank you.

A: Hi. How are you?

B: Fine, thank you.

b. Goodbye. / Bye.

A: Goodbye.

B: Bye.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** and **b**. Tell them about the activity. Elicit the name of each character.

Step 2: Point at Picture **a** and the sentence *Fine, thank you.* underneath it. Check comprehension and give feedback. Play the recording for pupils to repeat the sentence a few times. Repeat the same procedure with Picture **b**.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture **b**.

Step 4: Give pupils time to work in pairs and take turns acting out the role of each character in Picture **a** and Picture **b**.

Step 5: Invite a few pairs to come to the front of the classroom and act out the roles.

Outcome: Pupils can correctly say the words and use *Hi. How are you?* and *Fine, thank you.* to greet and respond to greetings, and *Goodbye. / Bye.* to say goodbye.

3. Let's talk.



Goal: To enhance the correct use of *Hi. How are you?* and *Fine, thank you.* to greet and respond to greetings, and *Goodbye. / Bye.* to say goodbye in a freer context.

Input: – Picture cue: two pairs of pupils in the school playground. One pair greet and respond to each other's greetings, and the other say goodbye to each other.

– Speech bubbles: *Hi. How are you?* – _____, _____.

Goodbye. / Bye. – _____.

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

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

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

Step 4: Invite some pairs to the front of the classroom to take turns acting out the exchanges.

Outcome: Pupils can enhance the correct use of *Hi. How are you?* and *Fine, thank you.* to greet and respond to greetings, and *Goodbye. / Bye.* to say goodbye in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have pupils sing the song *Hello*, and clap or do actions while singing.
- Get pupils to open their books on page 13 and look at Unit 1, Lesson 2, Activity 4. Tell them what they will learn in this lesson.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils greet each other, respond to each other's greetings with thanks, and say goodbye and number the correct pictures.

Input Four picture cues:

a. Lucy and Minh meet each other again. **b.** Lucy and Minh say goodbye to each other.

c. Ben and Mai say goodbye to each other. **d.** Ben and Mai first meet each other.

Audio script:

1. *Ben*: Hello. I'm Ben.

Mai: Hi, Ben. I'm Mai.

2. *Ben*: Goodbye, Mai.

Mai: Bye, Ben.

3. *Lucy:* Hello, Minh. How are you?

Minh: Fine, thank you.

4. *Lucy:* Goodbye, Minh.

Minh: Bye, Lucy.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the names of the characters in each picture. Play the recording for the first conversation. Elicit the answer and give feedback. Write number 1 in the box of Picture **d**. Play the recording again for pupils to check their answer.

Step 2: Play the recording all the way through for pupils to do the task with the rest of pictures. Play the recording again for pupils to check their answers.

Step 3: Get pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.

Step 4: Play the recording all the way through for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand four communicative contexts in which pupils greet each other, respond to each other's greetings with thanks, and say goodbye and number the correct pictures.

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

5. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Three pairs of sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to Sentence **1** and get them to read it in chorus. Draw their attention to the line connecting Sentence **1** with Sentence **b**. Have pupils read Sentence **b** in chorus.

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

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

Extension: Invite pairs of pupils to stand up and read aloud the matched exchanges.

Outcome: Pupils can read and match pairs of target sentence patterns.

Key: 2. c **3.** a

6. Let's play.



Hello and goodbye

Goal: To practise using the target sentence patterns by playing the game *Hello and goodbye*.

Input: A picture showing two groups of four pupils playing the game *Hello and goodbye*

Procedure: **Step 1:** Tell pupils about the game. Elicit the language that they need to greet, self-introduce, respond to greetings and say goodbye. Write the language on the board. Get the class to read the sentences in chorus.

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Step 2: Invite two groups of four to the front of the classroom to model the two contexts.

– **Context 1:** Three players are sitting and talking together. One player pretends to be a newcomer, goes to centre of the group, greets the group, and introduces himself or herself (*Hello. / Hi. I'm* _____.). The group responds to his / her greetings (*Hello, / Hi,* _____.). Then he / she sits down to join the group. One of the other players stands up and pretends to be a newcomer. He / She repeats the procedure. One by one, each player repeats the procedure until they have all done it.

– **Context 2:** Four players are sitting together. One of them stands up to leave. He / She says goodbye to the group (*Goodbye. / Bye.*). The group responds to the leaver (*Goodbye. / Bye.*). One by one, each player repeats the procedure until they have all done it.

Step 3: Give pupils time to play the game. Move around the classroom to offer support where necessary.

Outcome: Pupils can practise using the target sentence patterns by playing the game *Hello and goodbye.*

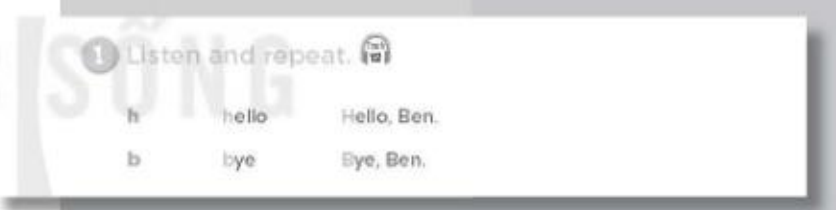
LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greetings.
- Have pupils sing the song *Hello*, and clap or do actions while singing.
- Get pupils to open their books on page 14 and look at Unit 1, Lesson 3, Activity 1.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Listen and repeat.


1 Listen and repeat.

h	hello	Hello, Ben.
b	bye	Bye, Ben.

Goal: To correctly repeat the sounds of the letters ***h*** and ***b*** in isolation, in the words *hello* and *bye*, and in the sentences *Hello, Ben.* and *Bye, Ben.* with the correct pronunciation and intonation.

Input: – The letter ***h***, the word *hello* and the sentence *Hello, Ben*.

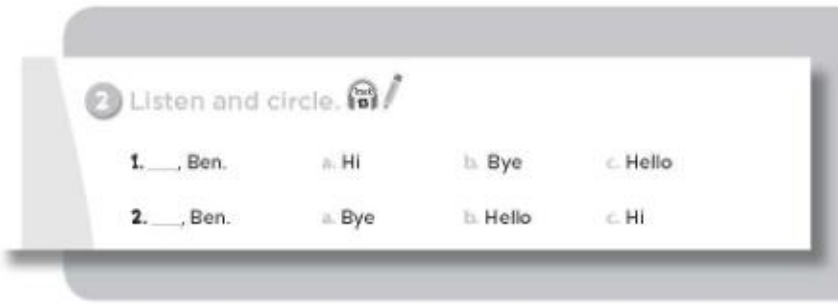
– The letter ***b***, the word *bye* and the sentence *Bye, Ben*.

Procedure: **Step 1:** Draw pupils' attention to the letter ***h***, the word *hello* and the sentence *Hello, Ben*. Play the recording for the letter ***h***. Encourage pupils to point at the letter / word / sentence while listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary. Repeat the same procedure with the letter ***b***.

Outcome: Pupils can correctly repeat the sounds of the letters ***h*** and ***b*** in isolation, in the words *hello* and *bye*, and in the sentences *Hello, Ben.* and *Bye, Ben.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *hello* and *bye* while listening.

Input: Two gapped sentences with answer options

Audio script:

1. Hello, Ben. **2.** Bye, Ben.

Procedure: **Step 1:** Draw pupils' attention to the sentences and the gap-fill options. Play the recording for Sentence **1**. Play the recording again for pupils to listen and circle the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Sentence **2**.

Step 2: Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can identify the target words *hello* and *bye* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***h*** and ***b*** and the words *Hello* and *Bye*.

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

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

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by having the class say the chant on page 14.
- Get the class to open their books on page 15 and look at Unit 1, Lesson 3, Activity 4. Tell them what they will learn in this lesson.

4. Read and circle.

Goal: To read four sentences and choose the correct responses.

Input: Four sentences, each with two options



Procedure: **Step 1:** Draw pupils' attention to Sentence **1**. Get pupils to read the sentence together as a class. Elicit the answer and give feedback. Circle the letter **b**.

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

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

Outcome: Pupils can read four sentences and choose the correct responses.

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

5. Let's write.

Goal: To read, understand and complete three exchanges with personal information.

Input: Three short, two-person exchanges with target sentences to complete



Procedure: **Step 1:** Draw pupils' attention to the three exchanges. Write the first exchange on the board:

Lucy: Hi. I'm Lucy.

You: Hello, Lucy. I'm _____.

Elicit the context and the missing words. Invite two pupils to take turns acting out the exchange.

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

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

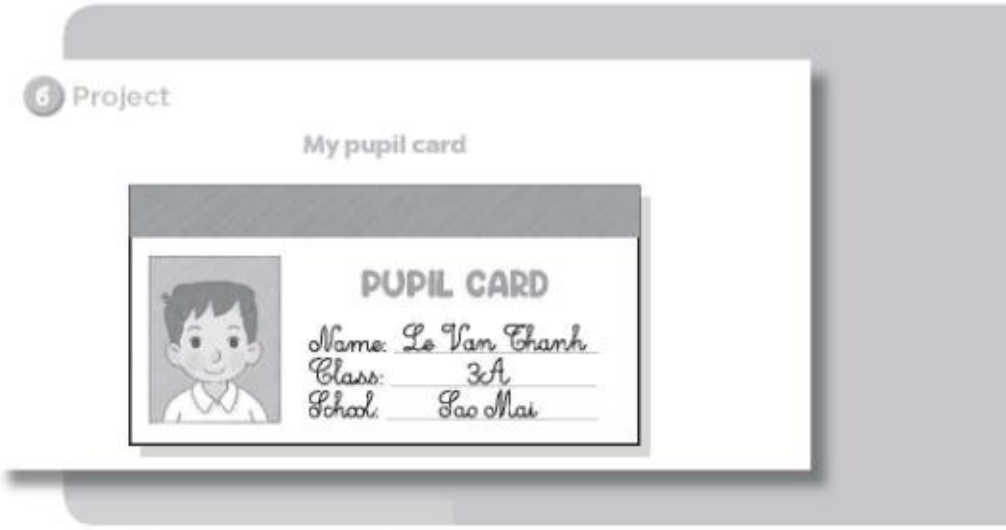
Outcome: Pupils can read, understand and complete three exchanges with personal information.

6. Project

Goal: To make pupil cards, and use them to practise talking to classmates.

Input: – A sample of a pupil card with the following information to complete: Name, Class, School

– Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc.



Procedure: **Step 1:** Display the pupil card sample on the board. Write the presentation language on the board. Check comprehension and give feedback. Have pupils repeat the sentences until they can say the sentences by themselves. Model the presentation for a few times.

Step 2: Invite a pupil to the front of the classroom to perform the presentation. Watch and offer your support with the language.

Step 3: Put pupils into groups to rehearse their presentations. Go around the classroom to offer support where necessary.

Step 4: Invite a few pupils from different groups to show and talk about their pupil cards in front of the classroom.

Extension: Create a class display of pupil cards and vote for the best decorated one.

Outcome: Pupils can make their pupil cards and use them to practise talking with their classmates.

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UNIT 2 – OUR NAMES

Objectives

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

- correctly pronounce the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam*, and in the sentences *I'm Mary.* and *My name's Nam.*;
- use the words *what, your, name, my, how old, years old* in relation to the topic "Our names";
- use *What's your name? – My name's* _____. to ask and answer questions about names;
- use *How old are you? – I'm* _____. to ask and answer questions about someone's age;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";
- read and write about people's names and ages;
- make or draw a birthday cake and use it to introduce their names and ages to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.
- Spend a few minutes revising Unit 1 by asking the class to do the project in Lesson 3, or to sing the song *Hello* in Lesson 1.
- Have pupils open their books on page 16 and look at Unit 2, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Linh: *Hi. I'm Linh. What's your name?* Ben: *My name's Ben.*

– Context **b**: Minh: *What's your name?* Mary: *My name's Mary*.

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

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

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

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

Step 5: Draw pupils' attention to the question *What's your name?* and the answers *My name's Ben* and *My name's Mary.* Tell pupils that they are a question and answers about the characters' names.

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

2. Listen, point and say.



Goal: To correctly say the characters' names and use *What's your name? – My name's* _____. to ask and answer questions about names.

Input: – Picture cues: **a.** Nam and Bill
b. Linh and Mary

– Speech bubbles: *What's your name? – My name's* _____.

Audio script: **a.** Nam, Bill **b.** Linh, Mary

A: What's your name?

B: My name's Nam.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the name of each character.

Step 2: Have pupils point at Picture **a** (Nam, Bill), listen to the recording and repeat the names (Nam, Bill). Repeat the same procedure with Picture **b**. Have the class repeat the names a few times.

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*What's your name?*). Point at Picture **a** and have pupils listen and repeat after the recording (*My name's Nam.*). Repeat the same procedure with Picture **b**.

Step 4: Divide the class into two groups to take turns repeating each character's speech in Picture **a** until they feel confident. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture **b**.

Step 5: Put pupils in pairs and have pairs practise asking and answering the question *What's your name? – My name's* _____.

Step 6: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the characters' names and use *What's your name? – My name's* _____. to ask and answer questions about names.

3. Let's talk.



Goal: To enhance the correct use of *What's your name?* and *My name's* _____. to ask and answer questions about names in a freer context.

Input: – Picture cue: Two pupils greet each other outside school.

– Speech bubbles: *What's your name*? – _____.

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Elicit the answer *My name's Mai.* Get pupils to repeat the question and the answer several times in pairs.

Step 2: Go around the classroom, pointing to pupils and asking *What's your name?* Allow each pupil to answer with his / her own name (e.g. *My name's Long.*).

Step 3: Have pupils practise asking and answering the questions about their own names in pairs. Go around the classroom to observe and provide help.

Step 4: Invite some pairs to practise asking the question and giving the answer in front of the class.

Outcome: Pupils can enhance the correct use of *What's your name? – My name's* _____. to ask and answer questions about names in a freer context.

Preparation for the project: Ask pupils to prepare for the project on page 21 by making paper birthday cakes or drawing birthday cakes (with numbers showing their ages) as homework so that they can tell the class about their names and ages at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising *What's your name? – My name's* _____. Have pupils ask and answer questions about their own names in front of the class.
- Dictate some sentences about names (e.g. *My name's Quan. My name's Huong.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's work.
- Have pupils open their books on page 17 and look at Unit 2, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about their names and tick the correct pictures.



Input: – Picture cues:

1a. Minh greets Lucy and asks her name.

1b. Minh greets Mary and asks her name.

2a. Mai greets Bill and asks his name.

2b. Mai greets Ben and asks his name.

Audio script:

1. *Minh*: Hi. I'm Minh. What's your name?

Mary: Hello, Minh. My name's Mary.

2. *Mai*: Hi. I'm Mai. What's your name?

Bill: Hello, Mai. My name's Bill.

Procedure: **Step 1:** Ask pupils some questions about Activity 4 (e.g. *How many pictures are there? Who can you see? What are they doing*?).

Step 2: Have pupils look at Pictures **1a** and **1b**. Ask them to talk about the difference between Picture **1a** and Picture **1b**. Play the recording of the first dialogue and ask pupils to tick the correct picture. Play the recording again and check their answers. Praise pupils if they have the correct answer (Picture **b**).

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

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

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about their names and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete the target sentence patterns in two exchanges with the help of picture cues.

Input: Two picture cues and two exchanges with the target sentences to complete

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the characters in the two pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*a name*). Then have them look at the picture and identify the character's name. Then have them complete the gap (*Hi. My name's Nam. What's your name? – My name's Lucy.*). Repeat the same procedure with Picture **2**.

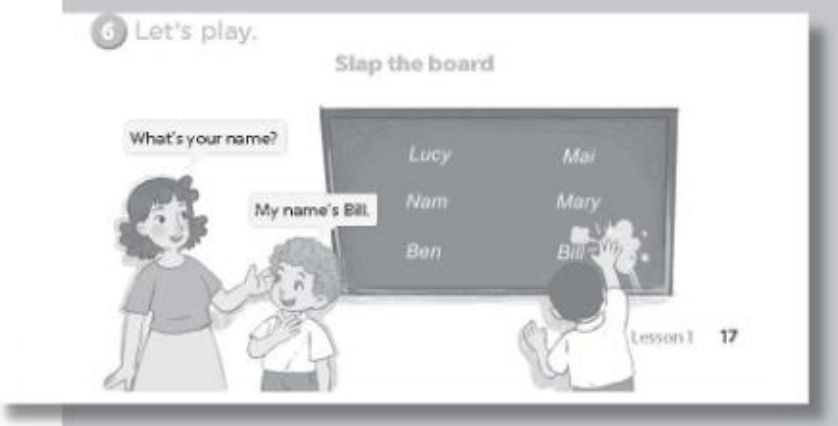
Step 4: Get pupils to complete the exchanges individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete the target sentence patterns in two exchanges with the help of picture cues.

Key: 1. Lucy **2.** your name; My name's Mary.

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6. Let's play.



Slap the board

Goal: To review the characters' names by playing the game *Slap the board.*

Input: Six flash cards showing pictures of Lucy, Nam, Ben, Mai, Mary and Bill or six words *Lucy, Nam, Ben, Mai, Mary* and *Bill.*

Procedure: **Step 1:** Tell pupils that they are going to listen for the names of the six pupils and slap the correct flash cards / words as quickly as possible.

Step 2: Put the flash cards or write the words of the six pupils on the board.

Step 3: Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.

Step 4: Invite one pupil to the front of the class and ask *What's your name?* The pupil answers the question with one of the names on the board (e.g. *My name's Bill.*). Have pupils run to the board and slap the correct flash card / word. The pupil who is the quickest to slap the correct word gets one point. The pupil who has the most points at the end of the game wins.

Outcome: Pupils can review the characters' names by playing the game *Slap the board*.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Go around the class and ask pupils' names. Encourage pupils to greet each other and ask each other's name in pairs.
- Spend a few minutes revising the previous lesson by asking the class to play the game *Slap the board*. Then have pupils open their books on page 18 and look at Unit 2, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about the character's age.

Input: – Context **a**: Nam: *What's your name?* Mary: *My name's Mary*.

– Context **b**: Nam: *How old are you?* Mary: *I'm eight years old*.

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

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

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

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

Step 5: Draw pupils' attention to the question *How old are you?* and the answer *I'm eight years old.* Tell pupils that they are a question and an answer about someone's age.

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

2. Listen, point and say.



Goal: To correctly say the words and use *How old are you? – I'm _____ years old*. to ask and answer questions about someone's age.

Input: – Picture cues:

a. A girl is holding a birthday cake with the number 7.

b. A girl is holding a birthday cake with the number 8.

c. A boy is holding a birthday cake with the number 9.

d. A boy is holding a birthday cake with the number 10.

– Speech bubbles: *How old are you? – I'm _____ years old.*

Audio script:

a. seven **b.** eight **c.** nine **d.** ten

A: How old are you?

B: I'm seven years old.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the numbers on the cakes.

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

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*How old are you?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I'm seven years old.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *How old are you? – I'm _____ years old.*

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

Outcome: Pupils can correctly say the words and use *How old are you? – I'm _____ years old*. to ask and answer questions about someone's age.

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3. Let's talk.



Goal: To enhance the correct use of *How old are you? – I'm _____ years old.* and to correctly respond using their own ages in a freer context.

Input: – Picture cue: Two children want to buy birthday cakes in a bakery.

– Speech bubbles: *How old are you? – _____.*

Procedure: **Step 1:** Have pupils look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer. Have pupils look at the first speech bubble and read *How old are you?* Ask them to point at the first cake and say *I'm four years old.* Let pupils listen to and repeat the question and the answer a few times individually and in chorus.

Step 2: Go around the classroom, pointing to the cakes and asking *How old are you?* Let each pupil answer with the numbers on the cakes.

Step 3: Have pupils practise asking the questions and giving their own ages in pairs. If pupils find it difficult to say their ages, have them say the numbers in Activity 2 again.

Step 4: Invite some pairs of pupils to practise asking and answering questions about their ages in front of the class.

Outcome: Pupils can enhance the correct use of *How old are you? – I'm _____ years old.* and correctly respond using their own ages in a freer context.

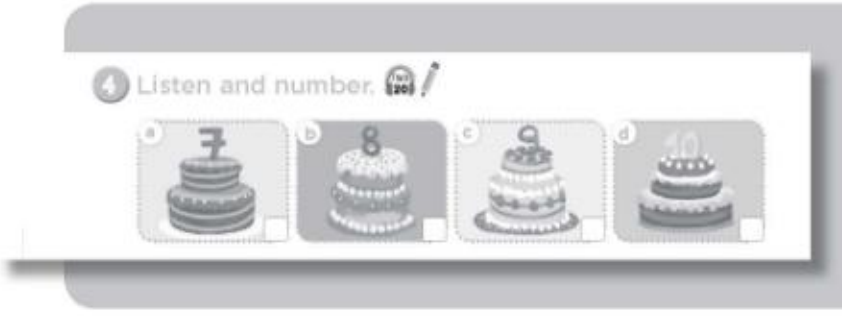
LESSON 2 (Period 4)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to work in pairs. One pupil in each pair asks *What's your name? How old are you?* and the other answers.
- Have pupils open their books on page 19 and look at Unit 2, Lesson 2, Activity 4.

4. Listen and number.



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

Input: Picture cues:

a. a birthday cake with the number 7

b. a birthday cake with the number 8

c. a birthday cake with the number 9

d. a birthday cake with the number 10

Audio script:

1. *A:* How old are you?

B: I'm eight years old.

2. *A:* How old are you?

B: I'm ten years old.

3. *A:* How old are you?

B: I'm nine years old.

4. *A:* How old are you?

B: I'm seven years old.

Procedure: **Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there? What can you see in each picture?* Draw pupils' attention to the boxes at the corners of the pictures. Check their comprehension.

Step 2: Play the recording of the first dialogue. Tell pupils that they will need to listen to the age (e.g. *eight*) and number the pictures 1, 2, 3 or 4. Then ask pupils in which picture number eight appears (Picture **b**). Tell pupils to write "1" in the box of Picture **b**.

Step 3: Play the recording for the other dialogues and allow pupils to write down their answers. Set a time limit for pupils to swap books with a partner and check the answers. Correct the answers, if necessary.

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

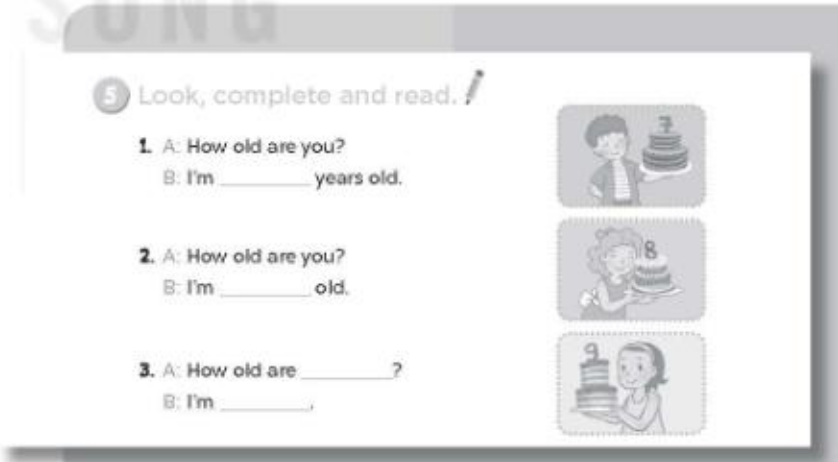
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about ages and number the correct pictures.

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

5. Look, complete and read.

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

Input: Three picture cues with three gapped dialogues to complete



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

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (an age). Then have them look at the picture and identify the number. Then have them complete the gap (*How old are you? – I'm seven years old.*). Repeat the same procedure with Pictures **2** and **3**.

Step 4: Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

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

Key: 1. seven **2.** eight years **3.** you; nine years old

6. Let's sing.



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

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

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

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation.

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

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

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

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

LESSON 3 (Period 5)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to sing the song *How old are you?*
- Have pupils open their books on page 20 and look at Unit 2, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam*, and in the sentences *I'm Mary.* and *My name's Nam.* with the correct pronunciation and intonation.

Input: – The letter ***m***, the word *Mary* and the sentence *I'm Mary*.

– The letter ***n***, the word *Nam* and the sentence *My name's Nam*.

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

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

Step 3: Get pupils to point to the sentence *I'm Mary.*, to listen to the recording and to repeat it several times. Then call on a few pupils to listen to and repeat the sentence in front of the class.

Step 4: Repeat **Steps 1** to **3** for the letter ***n***. Go around the class and correct the pronunciation if necessary.

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

Outcome: Pupils can correctly repeat the sounds of the letters ***m*** and ***n*** in isolation, in the words *Mary* and *Nam*, and in the sentences *I'm Mary.* and *My name's Nam.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *Mary* and *Nam* while listening.

Input: Two gapped sentences with answer options

Audio script:

1. Hi. I'm Mary. **2.** Hello. My name's Nam.

Procedure: **Step 1:** Have pupils read the incomplete sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Explain that the words *Mai, Mary* and *Minh* in the first sentence start with the same ***m*** sound, and that the words *Mary / Mai* and *Nam* start with two different sounds, ***m*** and ***n***. Check their comprehension.

Step 2: Play the recording and have pupils circle the correct options. Then get pupils to swap books and check the answers in pairs or groups. Correct the answers if necessary.

Step 3: Invite a few pupils to read the completed sentences in front of the class. Remind them how to stress the target language.

Outcome: Pupils can identify the target words *Mary* and *Nam* while listening.

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

3. Let's chant.

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

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant and elicit its subject. Draw pupils' attention to the word *Mary* and the sentence *My name's Mary*. Check pupils' comprehension.



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

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

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Go around the class and offer help to pupils who find it difficult.

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to sing the chant on page 20.
- Have pupils open their books on page 21 and look at Unit 2, Lesson 3, Activity 4.

4. Read and match.

Goal: To read and match three dialogues with pictures.

Input: Three dialogues with three pictures to match

Procedure: **Step 1:** Have pupils read the first dialogue. Ask them some questions such as *Who are they? What are they talking about?* Then have pupils look at the pictures and match the dialogue with the correct one. Check their comprehension, if necessary.



Step 2: Repeat **Step 1** for Dialogues **2** and **3**. Draw their attention to number *eight* while saying about age. Allow pupils to do the activity independently. Go around the class and offer help if necessary.

Step 3: Set a time limit for pupils to swap books with a partner and check the answers.

Step 4: Select three pairs of pupils to read the dialogues in front of the class.

Outcome: Pupils can read and match three dialogues with pictures.

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

5. Let's write.



Goal: To read, understand and complete an exchange with personal information.

Input: An exchange with two gapped sentences

Procedure: **Step 1:** Have pupils read the dialogue and say what they are going to do. Ask some questions such as *Who asks the questions? What are the questions about? Who has to write the answers?* Check their comprehension. Remind them to write their personal information.

Step 2: Give pupils time to write the answers to the questions independently. Go around the class and help if necessary.

Step 3: Get pupils to swap books and check answers in pairs or groups before checking as a class. You may invite one or two pupils to write their answers on the board.

Step 4: If there is enough time, ask some pairs to role-play the dialogue in front of the class. Encourage the class to praise or cheer the performers.

Outcome: Pupils can read, understand and complete an exchange with personal information.

6. Project



Goal: To make paper birthday cakes and use them to introduce names and ages.

Input: A paper birthday cake or a birthday cake drawn and coloured on a piece of paper. Ask pupils to make it as homework at the beginning of Unit 2 or Lesson 3. Remind them to write their names and ages on the cakes.

Procedure: **Step 1:** Have pupils take out the pieces of paper on which their names and ages are written.

Step 2: Ask pupils to work in groups. Have each pupil show his / her birthday cake and say his / her name and age. The group praises his / her performance.

Step 3: Invite some pupils to repeat **Step 2** in front of the class.

Outcome: Pupils can make paper birthday cakes and use them to introduce their names and ages.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 3 – OUR FRIENDS

Objectives

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

- correctly pronounce the sounds of the letters ***th*** (voiced) and ***th*** (unvoiced) in isolation, in the words *that* and *thank*, and in the sentences *That's Lucy.* and *Thank you.*
- use the words *this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa)* in relation to the topic "Our friends";
- use *This is / That's* _____. to introduce someone;
- use *Is this / that* _____*? – Yes, it is. / No, it isn't. It's* _____. to ask and answer questions about someone;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our friends";
- draw three pictures of their friends and introduce them to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Get pupils to open their books on page 22 and look at Unit 3, Lesson 1, Activity 1.
- Write the title *Our friends* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.

Input: – Context **a**: Mai: *This is Mary*. Mr Long: *Hi, Mary.*

– Context **b**: Mai: *That's Mr Long.* Bill: *Hello, Mr Long*.

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

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

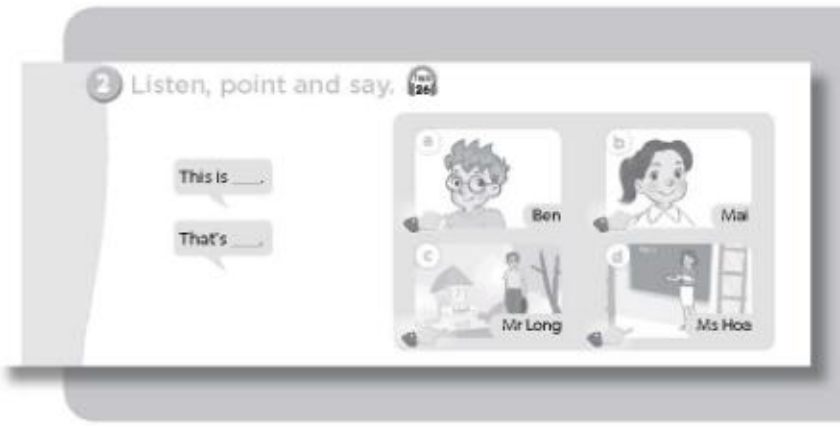
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the sentences *This is Mary.* and *That's Mr Long.* Tell pupils that these sentences are used to introduce Mary and Mr Long.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.

2. Listen, point and say.



Goal: To correctly say the characters' names and use *This is / That's* _____. to introduce someone.

Input: – Picture cues:

a. Ben, a British male pupil

b. Mai, a Vietnamese female pupil

c. Mr Long, a Vietnamese male teacher

d. Ms Hoa, a Vietnamese female teacher

– Speech bubbles: *This is / That's* _____.

Audio script:

a. Ben **b.** Mai

c. Mr Long **d.** Ms Hoa

This is Ben.

That's Mr Long.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the characters.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*This is Ben.*). Point at Picture **c** and have pupils listen and repeat after the recording (*That's Mr Long.*). Repeat the same procedure with Pictures **b** and **d** by modelling the sentence patterns.

Step 4: Have pupils work in pairs to practise saying *This is* _____. and *That's* _____.

Step 5: Invite a few pairs to point at the pictures and introduce the characters in front of the class.

Outcome: Pupils can correctly say the characters' names and use *This is / That's* _____. to introduce someone.

3. Let's talk.



Goal: To enhance the correct use of *This is / That's* _____. to introduce someone in a freer context.

Input: – Picture cue: Minh and Mai meet Bill and Mary in the school playground.

Minh introduces Bill to Mai, then Minh introduces Mary to Mai. They greet and introduce themselves to each other.

– Speech bubbles: *This is / That's* _____.

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

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

Step 3: Put pupils into groups of four and encourage them to greet and introduce someone. Go around the class to offer support.

Step 4: Invite some groups to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *This is / That's* _____. to introduce someone in a freer context.

Preparation for the project: Tell pupils about the project on page 27. Ask them to prepare for it at home by drawing three pictures of their friends on a piece of paper or in their notebooks. Remind them to bring their pictures to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising how to use *This is / That's* _____. to introduce someone.
- Get pupils to open their books on page 23 and look at Unit 3, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction and tick the correct pictures.



Input: Picture cues:

1a. Mai introduces Minh to Bill.

1b. Mai introduces Nam to Bill.

2a. Linh introduces Ms Hoa to Ben.

2b. Linh introduces Mr Long to Ben.

Audio script:

1. *Mai:* Bill, this is Nam.

Bill: Hi, Nam.

2. *Linh*: Ben, that's Ms Hoa.

Ben: Hello, Ms Hoa.

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Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the names of the characters in each picture. Play the recording for Question 1.

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

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

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

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

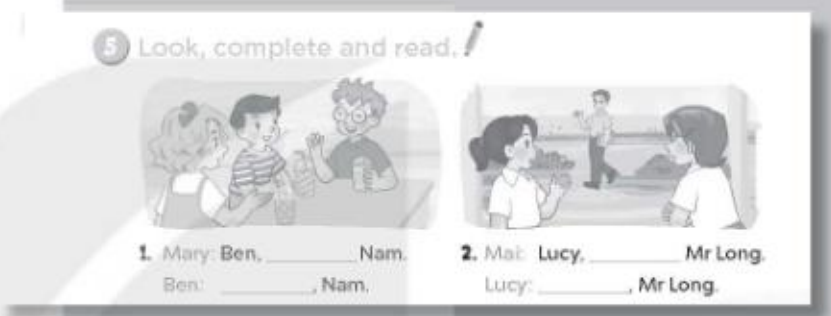
Outcome: Pupils can listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction and tick the correct pictures.

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

5. Look, complete and read.

Goal: To complete four target sentence patterns in two dialogues with the help of picture cues.

Input: Two picture cues and two exchanges with the target sentences to complete



Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what words are missing in the first sentence (*this is*) and in the second sentence (*Hello / Hi*). Then have them complete the gaps (*Ben, this is Nam. – Hello / Hi, Nam*). Repeat the same procedure with Picture **2**.

Step 4: Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: 1. this is; Hello / Hi **2.** that's; Hello

6. Let's sing.

Goal: To sing the song *This is Linh.* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *This is Linh.*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback.



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

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

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

Step 5: Introduce actions for pupils to do while singing along with the recording.

Extension: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings or claps along with the song.

Outcome: Pupils can sing the song *This is Linh.* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *This is Linh* and clap their hands or do actions while singing.
- Get pupils to open their books on page 24 and look at Unit 3, Lesson 2, Activity 1.

1. Look, listen and repeat.



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

Input: – Context **a**: Mai: *Is this Bill?* Nam: *Yes, it is.*

– Context **b**: Mary: *Is that Nam?* Mai: *No, it isn't. It's Minh.*

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

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

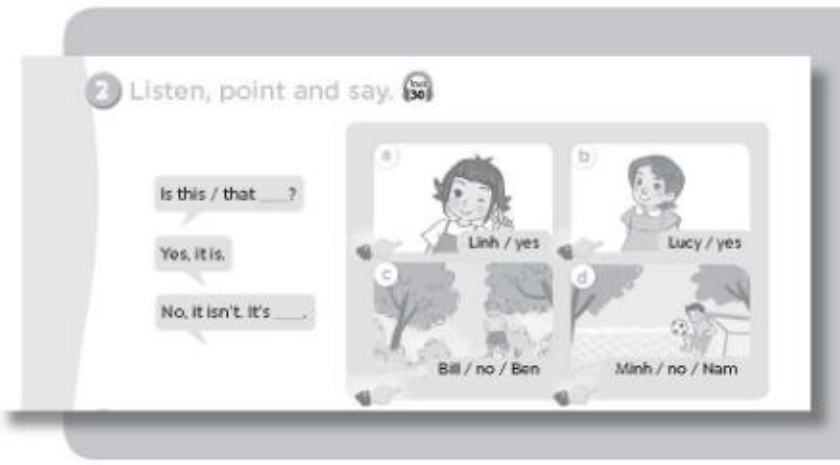
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the question *Is this Bill?* and the answer *Yes, it is.* and the question *Is that Nam?* and the answer *No, it isn't. It's Minh.* Tell pupils that they are the questions and the answers about Bill and Minh.

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

2. Listen, point and say.



Goal: To correctly say the words and use *Is this / that _____?* and *Yes, it is. / No, it isn't. It's _____.* to ask and answer questions about the characters.

Input: – Picture cues:

a. Linh **b.** Lucy

c. Ben **d.** Nam

– Speech bubbles: *Is this / that _____?*

Yes, it is. / No, it isn't. It's _____.

Audio script:

a. Linh / yes **b.** Lucy / yes

c. Bill / no / Ben **d.** Minh / no / Nam

A: Is this Linh?

B: Yes, it is.

A: Is that Bill?

B: No, it isn't. It's Ben.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the characters.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*Is this Linh? – Yes, it is.*). Point at Picture **c** and have pupils listen and repeat after the recording (*Is that Bill? – No, it isn't. It's Ben.*). Repeat the same procedure with Pictures **b** and **d** by modelling the sentence patterns.

Step 4: Have pupils work in pairs to practise asking and answering questions *Is this / that _____? Yes, it is. / No, it isn't. It's _____.*

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

Outcome: Pupils can correctly say the words and use *Is this / that _____?* and *Yes, it is. / No, it isn't. It's _____.* to ask and answer questions about the characters.

3. Let's talk.



Goal: To enhance the correct use of *Is this / that _____?* and *Yes, it is. / No, it isn't. It's _____.* to ask and answer questions about someone in a freer context.

Input: – Picture cue: Bill and Mai are in the park. Bill asks Mai about Linh and Nam.

– Speech bubbles: – *Is this / that _____?*

– *Yes, / No, _____.*

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

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

Step 3: Put pupils into pairs and encourage them to ask and answer questions about the characters Linh and Nam. Go around the class to offer support.

Step 4: Invite some groups to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *Is this / that _____?* and *Yes, it is. / No, it isn't. It's _____.* to ask and answer questions about someone in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have pupils sing the song *This is Linh* and clap their hands or do actions while singing.
- Get pupils to open their books on page 25 and look at Unit 3, Lesson 2, Activity 4.

4. Listen and number.



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

Input: Picture cues:

a. Bill **b.** Mary **c.** Ben **d.** Lucy

Audio script:

1. *Nam*: Is this Mary?

Mai: Yes, it is.

2. *Minh*: Is that Ben?

Mai: No, it isn't. It's Bill.

3. *Linh*: Is this Lucy?

Minh: Yes, it is.

4. *Linh*: Is that Bill?

Nam: No, it isn't. It's Ben.

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

Step 2: Play the recording for pupils to listen.

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

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

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

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

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

5. Look, complete and read.

Goal: To complete four target sentence patterns in four dialogues with the help of picture cues.

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



Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what words are missing in the question (*Is this*). Then have them complete the gap (*Is this Ben? Yes, it is.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: 1. Is this **2.** Is this **3.** Is that **4.** Is that

6. Let's play.

Find and circle six names.

Goal: To recognise target words while looking at pictures of the characters and circle six names in a letter table and use them to ask and answer questions.



Input: The letter table includes six names of six characters. They are Mary, Mai, Linh, Bill, Nam and Lucy. Pupils look at the pictures of six characters, find and circle their names in the rows or in the columns of the letter table. The name *Mary* has been circled as an example.

Procedure: **Step 1:** Tell pupils to work in pairs.

Step 2: Model the activity by identifying the picture of Mary first, draw pupils' attention to the word *Mary* in the table. Point to the picture of Mary and ask: "Is this Mary?" Ask a pupil to answer the question: "Yes, it is."

Step 3: Have pupils play the game. Explain that after identifying six characters in the pictures and circling their names pupils should ask and answer questions about six characters (as mentioned in **Step 2**).

Step 4: Set a time limit for pupils to play and check the answers.

Extension: If time allows, invite a few pairs to perform the game in front of the class.

Outcome: Pupils can recognise the characters in pictures and circle six names in a letter table, then ask and answer questions about them.

Key:

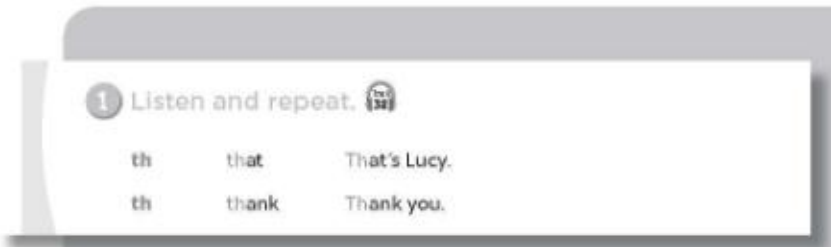
M	A	R	Y	H	V	L	I
K	R	K	E	Y	P	U	O
F	S	T	G	A	W	C	F
B	K	M	A	I	T	Y	G
I	W	T	P	N	K	Y	F
L	V	N	V	R	K	S	N
L	P	A	O	G	Y	I	Z
Z	U	M	J	L	I	N	H

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson: Have a few pairs of pupils ask and answer questions about someone in the class, using *Is this / that _____?* – *Yes, it is. / No, it isn't. It's _____.*
- Get pupils to open their books on page 26 and look at Unit 3, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds ***th*** (voiced) and ***th*** (unvoiced) in isolation, in the words *that* and *thank*, and in the sentences *That's Lucy.* and *Thank you.* with the correct pronunciation and intonation.

Input: – The sound ***th*** (voiced), the word *that* and the sentence *That's Lucy.*

– The sound ***th*** (unvoiced), the word *thank* and the sentence *Thank you.*

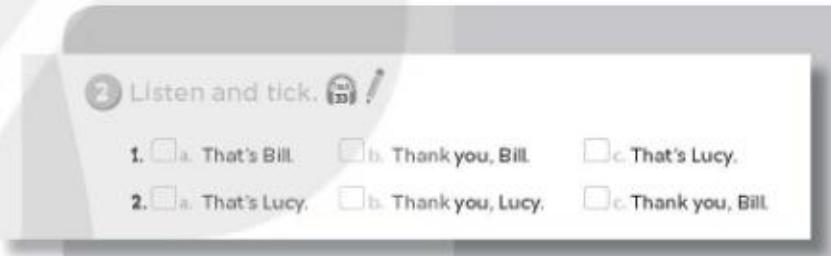
Procedure: **Step 1:** Draw pupils' attention to the sound ***th*** (voiced), the word *that* and the sentence *That's Lucy.* Play the recording and encourage them to point to the correct sound / word / sentence while listening.

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

Step 3: Repeat **Steps 1** and **2** for the sound ***th*** (unvoiced).

Outcome: Pupils can correctly repeat the sounds ***th*** (voiced) and ***th*** (unvoiced) in isolation, in the words *that* and *thank*, and in the sentences *That's Lucy.* and *Thank you.* with the correct pronunciation and intonation.

2. Listen and tick.



Goal: To identify the target words *that* and *thank* while listening.

Input: Two questions with three sentence options each

Audio script:

1. Thank you, Bill.

2. That's Lucy.

Procedure: **Step 1:** Draw pupils' attention to the three sentence options for each question. Play the recording for Sentence **1**. Play the recording again for pupils to listen and tick the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Sentence **2**.

Step 2: Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

Step 3: Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can identify the target words *that* and *thank* while listening.

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

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3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***th*** in the words *that* and *thank*.

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

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

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

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

LESSON 3 (Period 6)

Warm-up

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

4. Read and match.



Goal: To read and match four target sentence patterns with four pictures.

Input: Four target sentences with four pictures to match

Procedure: **Step 1:** Draw pupils' attention to Sentence **1** (*My name's Nam.*) and read it as a class.

Step 2: Draw pupils' attention to Picture **d**. Get them to read the sentence again and match it to the correct picture.

Step 3: Repeat **Steps 1** and **2** for other sentences. Go around the classroom to offer support where necessary.

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

Outcome: Pupils can read and match four target sentence patterns with four pictures.

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

5. Let's write.



Goal: To read, understand and complete three sentences by writing the target words in the gaps.

Input: Three picture cues with three target sentences to complete

Procedure: **Step 1:** Write the first incomplete sentence on the board:

1. This _____ my friend, Mai.

Step 2: Tell pupils to read the incomplete sentence together as a class, then look at Picture **1**. When you reach the first gap, point at it and encourage pupils to say the answer.

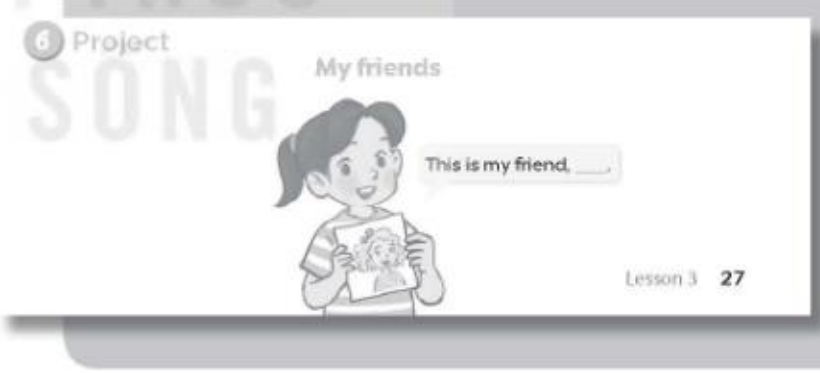
Step 3: Give pupils time to write the answer in their notebooks.

Step 4: Repeat **Steps 1** to **3** for Sentences **2** and **3.**

Outcome: Pupils can read, understand and complete three sentences by writing the target words in the gaps.

Key: 1. is **2.** This is my **3.** That is my teacher

6. Project



Goal: To draw three pictures of their friends and use them to practise talking to their classmates.

Input: – A sample picture of a friend (a girl)

– Materials: sheets of paper, coloured pencils

Procedure: **Step 1:** Tell pupils to open their pictures (they have drawn at home) and use them to practise talking to their classmates.

Step 2: Put pupils into groups and give them time to show the pictures of their friends to talk to the groups, e.g. "This is my friend, (name)."

Step 3: Get pupils to do the task. Give them enough time to complete their work in each group.

Step 4: Go around the class to monitor and offer support if necessary.

Step 5: If time allows, invite two or three pupils to go to the front of the class and present their pictures to the class.

Extension: Create a class display using the pictures and vote for the most creative.

Outcome: Pupils can draw three pictures of their friends and use them to practise talking to their classmates.

UNIT 4 – OUR BODIES

Objectives

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

- correctly pronounce the sounds of the letters ***air*** and ***ear*** in isolation, in the words *hair* and *ears*, and in the sentences *Touch your hair!* and *Touch your ears!*;
- use the words *ear, eye, face, hair, hand, mouth, nose, open, touch* in relation to the topic "Our bodies";
- use *What's this? – It's _____.* to identify parts of the body;
- use *Open your _____!* and *Touch your _____!* to give instructions;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our bodies";
- read and write about parts of the body and instructions;
- make flash cards of the body parts and present them to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Revise *Unit 3* by asking the class to do the project in Lesson 3, or having pupils listen to the recording, then sing the chant in Lesson 3. Select some more able pupils to sing the chant in front of the class.
- Get pupils to look at the title of *Unit 4* and check comprehension. Have them repeat it once or twice. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body.

Input: – Context **a**: Bill: *Let's play a game!* Mai: *OK.*

– Context **b**: Bill: *What's this?* Mai: *It's a nose.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What's this?* and the answer *It's a nose.* Tell pupils that they are a question and an answer about a part of the body.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on identifying parts of the body.

2. Listen, point and say.



Goal: To correctly say the words and use *What's this? – It's* _____. to identify parts of the body.

Input: – Picture cues: **a.** a face **b.** a hand **c.** an ear **d.** an eye

– Speech bubbles: *What's this?* *It's* _____.

Audio script:

a. a face **b.** a hand **c.** an ear **d.** an eye

A: What's this?

B: It's a face.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the parts of the body.

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

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*What's this?*). Point at Picture **a** and have pupils listen and repeat after the recording (*It's a face.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *What's this? – It's* _____.

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

Outcome: Pupils can correctly say the words and use *What's this? – It's* _____. to identify parts of the body.

3. Let's talk.



Goal: To enhance the correct use of *What's this?* and *It's* _____. to identify parts of the body in a freer context.

Input: – Picture cue: The picture of a body and lines pointing to an eye, a nose, a hand, a face, and an ear.

– Speech bubbles: *What's this? –* _____.

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

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

Step 3: Have pupils practise asking the question and giving their own answers in pairs. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around the classroom to observe and provide help.

Step 4: Invite some pairs to practise asking the question and giving the answers in front of the class.

Extension: For a more able class, have pupils point at their body parts and ask and answer questions about them using the structures learnt.

Outcome: Pupils can enhance the correct use of *What's this? – It's* _____. to identify parts of the body in a freer context.

Preparation for the project: Tell pupils about the project on page 33. Ask them to prepare for it at home by making flash cards of some body parts. Remind them to bring their flash cards to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising *What's this? – It's* _____. Have a few pairs act out the exchanges in front of the class, pointing at their body parts. Have the class give comments. Alternatively, get pupils to play the game *Pass the card*, using the words learnt in Lesson 1.
- Ask pupils to open their books on page 29 and look at Unit 4, Lesson 1, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body and tick the correct pictures.



Input: Picture cues:

1a. a hand **1b.** an eye

2a. an ear **2b.** a nose

Audio script:

1. *A:* What's this?

B: It's a hand.

2. *A:* What's this?

B: It's an ear.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the name of the body part in each picture.

Step 2: Play the recording for Question 1. Ask pupils to listen and tick the correct picture, **a** or **b**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

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

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

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

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

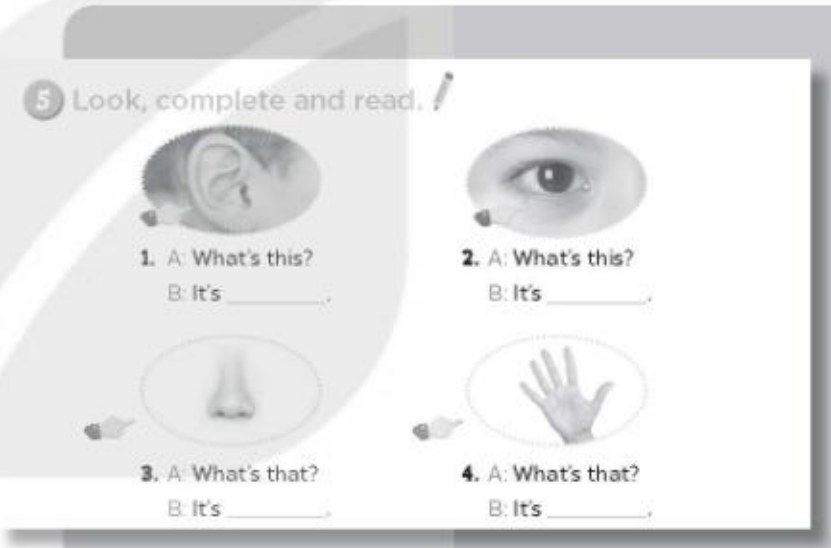
Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body and tick the correct pictures.

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

5. Look, complete and read.

Goal: To complete four target sentence patterns with the help of picture cues.

Input: Four exchanges with the target sentences to complete.



Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the body parts in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*an ear*). Then have them complete the gap (*What's this? – It's an ear.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: **1.** an ear **2.** an eye **3.** a nose **4.** a hand

6. Let's sing.

Goal: To sing the song *Parts of the body* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Parts of the body*



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

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

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

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

Step 5: Introduce actions for pupils to do while singing along with the recording.

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

Outcome: Pupils can sing the song *Parts of the body* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by getting some pairs to ask and answer questions about parts of the body, using *What's this? – It's* _____. Alternatively, ask the class to sing the song *Parts of the body* on page 29.
- Ask pupils to open their books on page 30 and look at Unit 4, Lesson 2, Activity 1.
- Explain that in this lesson they will learn to give instructions.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on giving instructions.



Input: – Context **a**: Ms Hoa: *Touch your nose!*

– Context **b**: The dentist: *Open your mouth!*

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

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

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

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

Step 5: Draw pupils' attention to the instructions *Touch your nose!* and *Open your mouth!* Tell pupils that they are used to give instructions.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving instructions.

2. Listen, point and say.



Goal: To correctly say the words and use *Touch your _____!* and *Open your _____!* to give instructions.

Input: – Picture cues:

a. a girl touching her hair

b. a boy touching his ears

c. a girl opening her mouth

d. a boy opening his eyes

– Speech bubbles: *Touch your _____!*

Open your _____!

Audio script:

a. touch / hair **b.** touch / ears

c. open / mouth **d.** open / eyes

Touch your hair! Open your mouth!

Procedure: **Step 1:** Have pupils look at the pictures and elicit the actions and the body parts.

Step 2: Have pupils point at Picture **a** (a girl touching her hair), listen to the recording and repeat the words (*touch / hair*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*Touch your hair!*). Point at the second bubble and have pupils listen and repeat after the recording (*Open your mouth!*). Repeat the same procedure by modelling the sentence patterns for Pictures **b** and **d**.

Step 4: Have pairs practise giving the instructions using the pictures.

Step 5: Invite a few pairs to point at the pictures and give the instructions in front of the class.

Outcome: Pupils can correctly say the words and use *Touch your _____!* and *Open your _____!* to give instructions.

3. Let's talk.



Goal: To enhance the correct use of *Touch your _____!* and *Open your _____!* to give instructions in a freer context.

Input: – Picture cues: A boy asks a girl to touch her hair and a dentist asks a boy to open his mouth.

– Speech bubbles: *Touch your _____!*

Open your _____!

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

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

Step 3: Put pupils into groups of four and ask them to give instructions using the speech bubbles and picture cues. Go around the classroom to offer support. Encourage pupils to give more instructions using the words that they have learnt (e.g. *nose, face, ear, ...*).

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Step 4: Invite some groups to the front of the class to perform their instructions. Praise them if they perform well.

Outcome: Pupils can enhance the correct use of *Touch your _____!* and *Open your _____!* to give instructions in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by calling a few pairs to come to the front of the class to act out the instructions learnt, using *Touch your _____!* and *Open your _____!*
- Get pupils to open their books on page 31 and look at Unit 4, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which instructions are given and number the correct pictures.

Input: Picture cues:

a. a boy touching his nose **b.** a girl opening her mouth

c. a boy opening his eyes **d.** a girl touching her hair

Audio script:

1. Open your mouth!

2. Touch your hair!

3. Touch your nose!

4. Open your eyes!

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

Step 2: Play the recording for pupils to listen.

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

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

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

Outcome: Pupils can listen to and understand four communicative contexts in which instructions are given and number the correct pictures.

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

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5. Look, match and read.



Goal: To correctly match the sentence halves to make complete instructions.

Input: Four picture cues with four pairs of sentence halves to match

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the actions of the characters. Check comprehension.

Step 2: Draw pupils' attention to the first picture and incomplete sentence. Ask pupils to read and match. When pupils answer correctly (*Touch your face!*), tell them to draw a line to match the two sentence halves. Repeat the same procedure with Questions **2, 3** and **4**.

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

Step 4: Invite pairs of pupils to stand up and read the matched instructions aloud.

Outcome: Pupils can correctly match the sentence halves to make complete instructions.

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

6. Let's play.

Touch your hair!



Goal: To practise using target sentence patterns by playing the game *Touch your hair!*

Input: A picture of pupils making a circle. A girl is standing in the centre of the circle and saying: *Touch your hair!* The pupils are touching their hair.

Procedure: **Step 1:** Elicit the language that pupils need to give instructions (*Touch your _____!* and *Open your _____!*). When pupils answer correctly, write the language on the board.

Step 2: Have pupils look at the picture. Get them to say how to play the game. Explain the rule of the game again: a boy / girl standing in the centre gives an instruction and other pupils have to follow it. If a pupil does not follow the instruction, he or she will be "out". Check pupils' understanding by getting one pupil to repeat what they have to do.

Step 3: Have the whole class play the game. Ask one or two pupils to be the observers of the game. Give out the instructions and monitor pupils while they play the game. Pupils who cannot follow the rule of the game will be "out" and become the observers.

Step 4: Divide the class into four teams. Each team plays the game. Pupils are eliminated if they do not perform the correct actions. Give stars / points to the winner.

Outcome: Pupils can practise using target sentence patterns by playing the game *Touch your hair!*

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 2 by asking the class to play the game *Touch your hair!* again.
- Ask pupils to bring to class things for making the projects on page 33 (paper, scissors, coloured pencils, ...) in Period 6.
- Ask pupils to open their books on page 32 and look at Unit 4, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To repeat the sounds of the letters ***air*** and ***ear*** in isolation, in the words *hair* and *ears*, and in the sentences *Touch your hair!* and *Touch your ears!* with the correct pronunciation and intonation.

Input: – The letters ***air***, the word *hair* and the sentence *Touch your hair!*

– The letters ***ear***, the word *ears* and the sentence *Touch your ears!*

Procedure: **Step 1:** Draw pupils' attention to the letters ***air***, the word *hair* and the sentence *Touch your hair!* Play the recording and encourage pupils to point at the letter / word / sentence while listening.

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

Step 3: Repeat **Steps 1** and **2** for the letters ***ear***, the word *ears* and the sentence *Touch your ears!*

Step 4: Let pupils work in pairs or groups to pronounce the sounds of the letters ***air*** and ***ear***, say the words *hair* and *ears*, and read the sentences *Touch your hair!* and *Touch your ears!* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

Outcome: Pupils can correctly repeat the sounds of the letters ***air*** and ***ear*** in isolation, in the words *hair* and *ears* and in the sentences *Touch your hair!* and *Touch your ears!* with the correct pronunciation and intonation.

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2. Listen and circle.



Goal: To identify the target words *hair* and *ears* while listening.

Input: Two gapped sentences with answer options

Audio script:

1. Touch your ears!

2. Touch your hair!

Procedure: **Step 1:** Draw pupils' attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension. Play the recording for Sentence **1**. Play the recording again for pupils to listen and circle the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Sentence **2**.

Step 2: Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can identify the words *hair* and *ears* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***ear*** and ***air***, the words *ears* and *hair*, and the sentences *Touch your ears!* and *Touch your hair!*

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

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

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

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

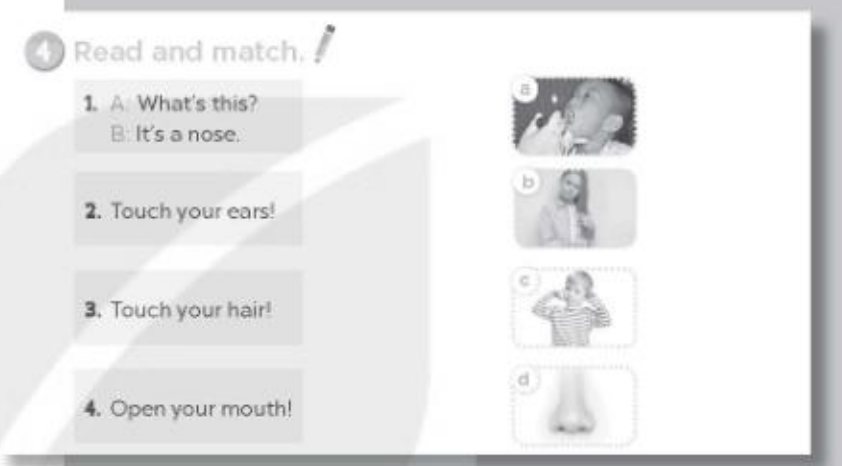
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LESSON 3 (Period 6)

Warm-up

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

4. Read and match.



Goal: To read the four sentences / exchanges on the left and match them with the pictures on the right correctly.

Input: Four exchanges / sentences with four pictures to match

Procedure: **Step 1:** Draw pupils' attention to the first exchange and read it as a class. Draw pupils' attention to Pictures **a** to **d** and identify the correct picture to match.

Step 2: Ask pupils to read the first exchange again and draw a line to match.

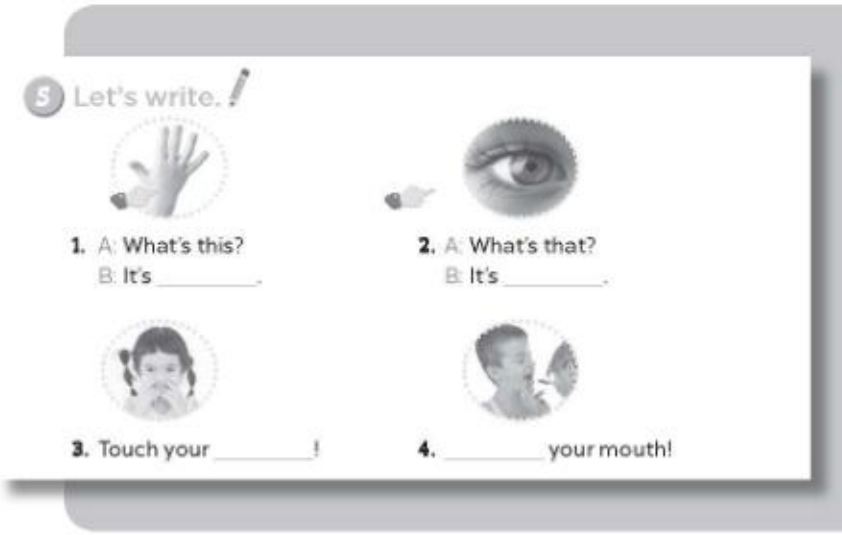
Step 3: Repeat **Steps 1** and **2** for the other sentences.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.

Outcome: Pupils can read four sentences / exchanges and match them with the pictures correctly.

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

5. Let's write.



Goal: To read, understand and complete four target sentences / exchanges with picture cues.

Input: Four exchanges / sentences with the target sentences to complete

Procedure: **Step 1:** Write the first exchange on the board:

A: What's this?

B: It's _____.

Read the question together as a class. Draw pupils' attention to the picture (a hand) to elicit the answer. Encourage pupils to say the answer (*It's a hand.*). Give pupils time to write the answer in their notebooks.

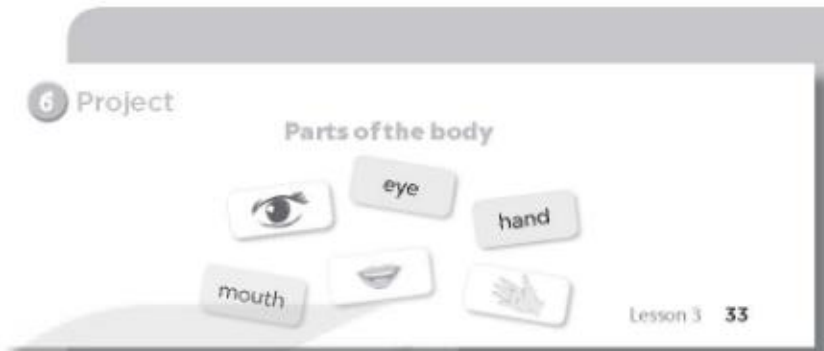
Step 2: Repeat **Step 1** for the second, third and fourth sentences / exchanges.

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

Outcome: Pupils can read, understand and complete four target sentences / exchanges correctly with picture cues given.

Key: 1. a hand **2.** an eye **3.** nose **4.** Open

6. Project



Goal: To revise the target vocabulary items by making flash cards of the body parts pupils have learnt and presenting them to the class.

Input: – A picture and flash cards of body parts, e.g. eye, mouth, hand

– Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc.

Procedure: **Step 1:** Have pupils take out the pieces of paper on which body parts are drawn.

Step 2: Ask pupils to work in groups. Have each pupil show his / her pictures of body parts and say about them, using *It's a / an* _____. The group praises his / her performance.

Step 3: Invite some pupils to repeat **Step 2** in front of the class.

Step 4: If time allows, get some better pupils to ask and answer about body parts, using the pictures and the sentence pattern *What's this / that? – It's a / an* _____.

Extension: Create a class display using the flash cards and vote for the most creative.

Outcome: Pupils can make flash cards of the body parts they have learnt and present them to the class.

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UNIT 5 – MY HOBBIES

Objectives

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

- correctly pronounce the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running* and in the sentences *I like painting.* and *I like running.*;
- use the words *singing, drawing, dancing, swimming, running, painting, walking, cooking* in relation to the topic "My hobbies";
- use *What's your hobby? – It's _____.* and *What's your hobby? – I like _____.* to ask and answer questions about someone's hobby;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "My hobbies";
- read and write about hobbies;
- complete a project to make a hobby show in class.

LESSON 1 (Period 1)

Warm-up

- Have pupils say the chant from Lesson 3 of *Unit 4*.
- Spend a few minutes inviting a few pupils to spell out four keywords of *Unit 4*: *eyes, nose, hands, ears*. Praise them and get the class to cheer or clap if they do a good job.
- Have pupils open their books on page 34 and look at Unit 5, Lesson 1, Activity 1. Write the title "My hobbies" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Bill: *What's your hobby?* Linh: *It's singing.*

– Context **b**: Lucy: *What's your hobby, Ben?* Ben: *Dancing.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What's your hobby?* and the answers *It's singing.* and *Dancing.* Tell pupils that they are a question and answers about hobbies.

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

2. Listen, point and say.



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

Input: – Picture cues:

a. a girl singing **b.** a boy drawing

c. a girl dancing **d.** a girl swimming

– Speech bubbles: *What's your hobby? – It's* _____.

Audio script:

a. singing **b.** drawing **c.** dancing **d.** swimming

A: What's your hobby?

B: It's singing.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the name of each hobby.

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

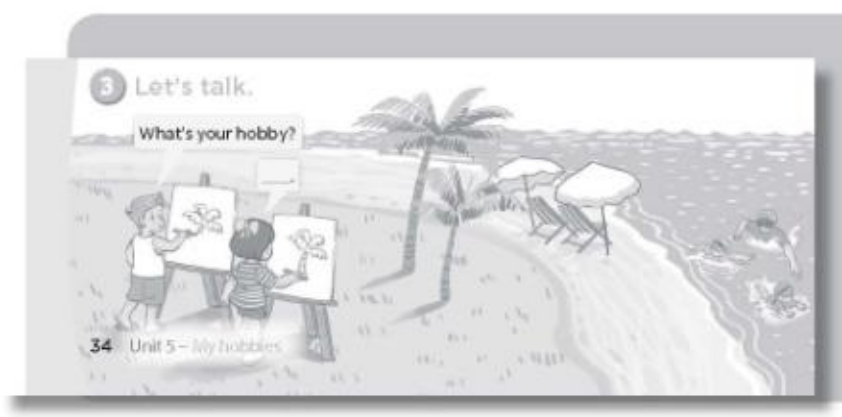
Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*What's your hobby?*). Point at Picture **a** and have pupils listen and repeat after the recording (*It's singing.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *What's your hobby? – It's* _____.

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

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

3. Let's talk.



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

Input: – Picture cue: a boy and a girl are drawing by the beach, and three other people are swimming in the sea.

– Speech bubbles: *What's your hobby?* – _____.

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

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

Step 3: Put pupils into pairs. Tell them to ask and answer questions using *What's your hobby? – It's* _____. Go around the classroom to offer support.

Step 4: Invite some pairs to the front of the class to present their hobbies.

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

Preparation for the project: Tell pupils about the project on page 39. Ask them to prepare it at home by drawing pictures or collecting some photos about their hobbies. Remind them to bring their pictures / photos to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Have the class play the game *Spelling bee* with the words *singing, drawing, dancing* and *swimming.*
- Get pupils to open their books on page 35 and look at Unit 5, Lesson 1, Activity 4. Tell them what they will learn in this lesson.

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4. Listen and number.



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

Input: – Picture cues:

a. a girl singing **b.** a boy swimming

c. a boy drawing **d.** a girl dancing

Audio script:

1. *A:* What's your hobby?

B: Dancing.

2. *A*: What's your hobby?

B: It's drawing.

3. *A:* What's your hobby?

B: Swimming.

4. *A:* What's your hobby?

B: It's singing.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them about this activity. Elicit the name of hobby in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give them another listening opportunity.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

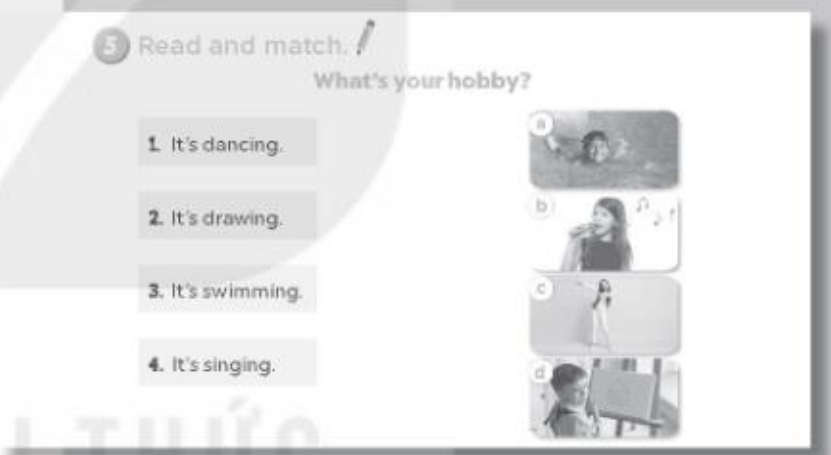
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

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

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

5. Read and match.

Goal: To read and match the target sentence patterns with the correct pictures.



Input: Four sentences with four pictures to match

Procedure: **Step 1:** Draw pupils' attention to the question, the four sentences and the pictures. Tell them about the activity and give pupils an example by getting them to read the question and Sentence 1 in chorus. Draw a line to match it with the picture of the girl dancing.

Step 2: Give pupils time to match Sentences **2**, **3** and **4** individually. Check answers as a class.

Extension: Invite a few pupils to stand up and read the sentences aloud. Correct their pronunciation where necessary, praise them, and get the class to clap or cheer if they have good pronunciation.

Outcome: Pupils can read and match the target sentence patterns with the correct pictures.

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

6. Let's play.

Find the hobby

Goal: To review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.*



Input: – A picture showing how to play the game

– Flash cards of *swimming, drawing, dancing, singing*

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Four pupils hold different flash cards (Flash card 1: *swimming*, Flash card 2: *drawing*; Flash card 3: *dancing*; Flash card 4: *singing*).

Step 2: Invite four pupils to the front of the class to demonstrate how to play the game.

Step 3: Teacher shouts out "swimming", the pupil with the *swimming* flash card steps up and shows his / her flash card to the whole class.

Step 4: Repeat the procedure with other flash cards. If a pupil fails to show his / her flash card or shows the wrong flash card, he / she is "out" of the game.

Outcome: Pupils can review vocabulary related to the topic "Hobbies" by playing the game *Find the hobby.*

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond.
- Invite some pairs of pupils to ask and answer questions about hobbies using *What's your hobby? – It's* _____. in front of the class.
- Get pupils to open their books on page 36 and look at Unit 5, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Nam: *What's your hobby?*
Mary: *I like cooking.*

– Context **b**: Minh: *What's your hobby?* Lucy: *I like walking.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What's your hobby?* and the answers *I like cooking*. and *I like walking.* Tell pupils that they are a question and answers about hobbies.

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

2. Listen, point and say.



Goal: To correctly say the words and use *What's your hobby? – I like* _____. to ask and answer questions about someone's hobby.

Input: – Picture cues:

a. a boy running **b.** a girl painting

c. a girl walking **d.** a boy cooking

– Speech bubbles: *What's your hobby? – I like* _____.

Audio script:

a. running **b.** painting **c.** walking **d.** cooking

A: What's your hobby?

B: I like running.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the hobbies.

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

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*What's your hobby?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I like running.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *What's your hobby? – I like* _____.

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

Outcome: Pupils can correctly say the words and use *What's your hobby? – I like* _____. to ask and answer questions about someone's hobby.

3. Let's talk.



Goal: To enhance the correct use of *What's your hobby? – I like* _____. to ask and answer questions about someone's hobby in a freer context.

Input: – Picture cue: There are several people doing different activities in the park.

– Speech bubbles: *What's your hobby? –* _____.

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

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

Step 3: Put pupils into pairs and encourage them to ask and answer questions using the target sentence patterns. Go around the classroom to offer support where necessary.

Step 4: Invite some pairs to stand up to perform their exchanges.

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

LESSON 2 (Period 4)

Warm-up

- Greet the class. Invite a few pairs of pupils to the front of the class to use the picture cue in Lesson 2, Activity 3 to ask and answer questions to identify hobbies.
- Get pupils to open their books on page 37 and look at Unit 5, Lesson 2, Activity 4. Tell them what they will learn in this lesson.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils discuss different hobbies and tick the correct pictures.

Input: – Picture cues:

1a. a boy walking **1b.** a girl cooking **2a.** a girl running **2b.** a girl painting

Audio script:

1. *A*: What's your hobby?

B: I like cooking.

2. *A*: What's your hobby?

B: I like painting.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the hobby in each picture. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** for the second exchange.

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

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

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils discuss different hobbies and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete four target sentences with the help of picture cues.

Input: Four picture cues and four incomplete sentences

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the hobbies in the pictures.

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

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

Step 4: Have pupils complete the sentences individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete four target sentences with the help of picture cues.

Key: 1. swimming **2.** singing **3.** cooking **4.** painting

6. Let's sing.



Goal: To sing the song *My hobby* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *My hobby*

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

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

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

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

Step 5: Introduce actions for pupils to do while they sing along with the recording.

Outcome: Pupils can sing the song *My hobby* with the correct pronunciation and melody.

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LESSON 3 (Period 5)

Warm-up

- Greet the class. Divide the class into three groups to take turns singing the song *My hobby* on page 37. One group sings the first verse. The second sings the second verse. The third sings the last verse.
- Get pupils to open their books on page 38 and look at Unit 5, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running*, and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation.

Input: – The letter ***p***, the word *painting* and the sentence *I like painting*.

– The letter ***r***, the word *running* and the sentence *I like running.*

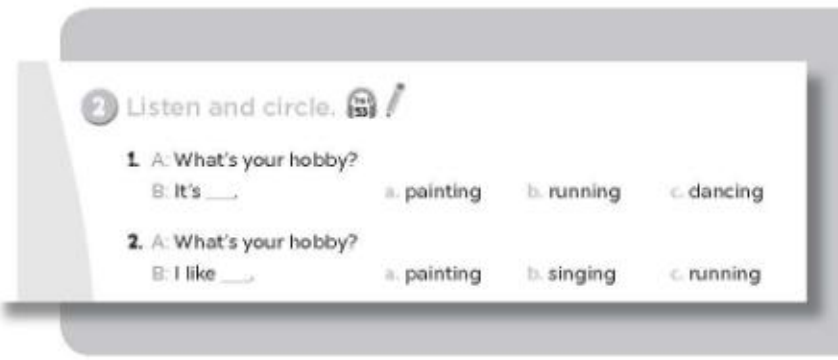
Procedure: **Step 1:** Draw pupils' attention to the letter ***p***, the word *painting* and the sentence *I like painting*. Play the recording and encourage pupils to point to the letter / word / sentence while listening.

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

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

Outcome: Pupils can correctly repeat the sounds of the letters ***p*** and ***r*** in isolation, in the words *painting* and *running* and in the sentences *I like painting.* and *I like running.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *painting* and *running* while listening.

Input: Two gapped exchanges with answer options

Audio script:

1. *A:* What's your hobby?

B: It's running.

2. *A:* What's your hobby?

B: I like painting.

Procedure: **Step 1:** Draw pupils' attention to the exchanges and the answer options. Play the recording for Exchange **1**. Play the recording again for pupils to listen and circle the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Exchange **2**.

Step 2: Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board for pupils to correct their answers. Play the recording again for pupils to check their answers again.

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

Outcome: Pupils can identify the target words *painting* and *running* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the consonants ***p*** and ***r***.

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

Step 4: Play the recording all the way through for pupils to say the chant. Draw their attention to the consonant sounds /**p**/ and /**r**/ in the words *painting* and *running*.

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

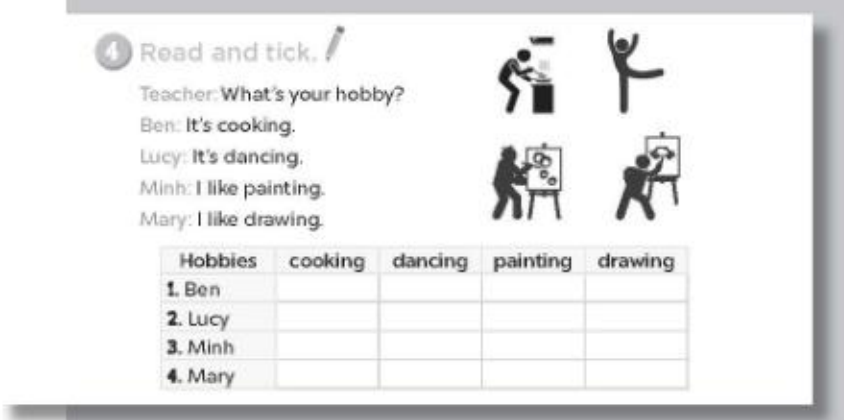
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by inviting two groups of three pupils to the front of the class to take turns to say the chant and clap their hands at the same time. The rest of the class claps their hands with the rhythm of the chant.
- Get pupils to open their books on page 39 and look at Unit 5, Lesson 3, Activity 4. Tell them what they will learn in this lesson.

4. Read and tick.



Goal: To read a communicative context and complete a table about hobbies.

Input: An exchange with a table to tick

Procedure: **Step 1:** Tell pupils about the activity. Pupils should read the communicative context in silence, pay attention to the sentences and complete the table by ticking the correct boxes.

Step 2: Give the class time to do the task. Circulate round the classroom during the activity and offer help where necessary.

Step 3: Check the answers as a class. Get pupils to swap books and correct their answers in pairs.

Outcome: Pupils can read a communicative context and complete a table about hobbies.

Key:

Hobbies	cooking	dancing	painting	drawing
1. Ben	✓			
2. Lucy		✓		
3. Minh			✓	
4. Mary				✓

5. Let's write.



Goal: To read and complete a gapped paragraph with personal information.

Input: A writing frame with a gapped paragraph

Procedure: **Step 1:** Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own personal information. Check comprehension and give feedback.

Step 2: Give pupils time to write their answers. Circulate round the classroom during the activity and offer help where necessary.

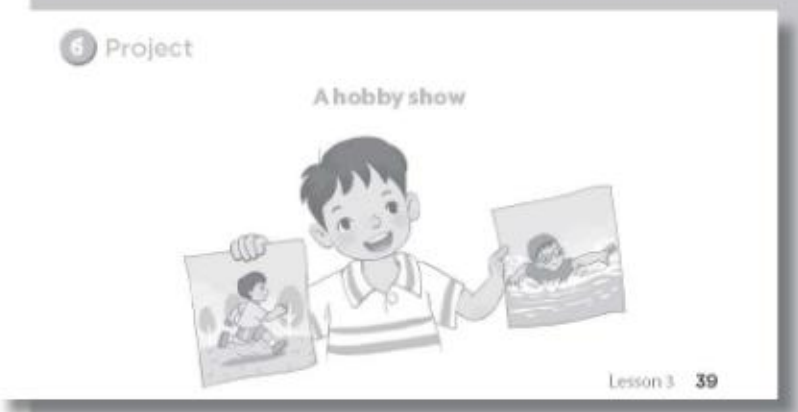
Step 3: Get pupils to swap books and correct their answers in pairs. Check the answers as a class.

Extension: If time allows, invite a pupil to stand up and read his / her completed sentences. The rest of the class listens, and cheers or claps their hands if the performers do a good job.

Outcome: Pupils can read and complete a gapped paragraph with their personal information.

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6. Project



Goal: To reinforce and extend pupils' language knowledge and competences by putting on a hobby show.

Input: – Picture of a pupil carrying out the project

– Materials: pencil, crayons, paper, etc.

Procedure: **Step 1:** Explain the goal of this activity to pupils. Point at the sample picture and explain what they should do to complete the project (draw and colour pictures / bring some photos to show their hobbies to class).

Step 2: Tell pupils to share their drawings or photos and work in groups to describe their hobbies. Circulate round the classroom and offer help where necessary.

Extension: Have a class display of pupils' projects and have them vote for the most interesting. Give prizes like paper flowers or stickers to the best presenters.

Outcome: Pupils can show the drawings or photos of their hobbies and tell the class about them.

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REVIEW 1

Objectives

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

- correctly use the following sentence patterns:
  - *Hello. / Hi. I'm _____. – Hello , / Hi, _____. I'm _____.*
  - *How are you? – Fine, thank you.*
  - *Goodbye. / Bye.*
  - *What's your name? – My name's _____.*
  - *How old are you? – I'm _____ years old.*
  - *This is _____. / That's _____.*
  - *Is this / that _____? – Yes, it is. / No, it isn't. It's _____.*
  - *What's this? – It's _____.*
  - *Touch / Open your _____!*
  - *What's your hobby? – It's _____.*
  - *What's your hobby? – I like _____.*
- take part in three fun activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Then spend a few minutes revising *Unit 5* by having them sing the song *My hobby* on page 37 and say the chant on page 38.
- Get pupils to open their books on page 40 and look at Review 1. Tell them what they will learn in this unit.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts and tick the correct pictures.

Input: Picture cues:

1a. Minh and Lucy first meet each other.

1b. Lucy and Mai first meet each other.

2a. a birthday cake with number 6 on it

2b. a birthday cake with number 8 on it



3a. Lucy tells Ben to touch his face.

4a. Ben is singing on the stage.

5a. Ben tells Mai he likes dancing.

3b. Lucy tells Ben to touch his nose.

4b. Bill is playing music on the stage.

5b. Ben tells Mai he likes singing.

Audio script:

1. *Lucy*: Hi. I'm Lucy.

Mai: Hello, Lucy. I'm Mai.

2. *Mai*: Hi, I'm Mai. What's your name?

Lucy: I'm Lucy.

Mai: How old are you?

Lucy: I'm eight years old.

3. *Lucy*: Touch your face, please!

4. *Mai*: Is that Ben?

Lucy: No, it isn't. It's Bill.

5. *Mai*: What's your hobby?

Ben: It's singing.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the names of the characters and what they say. Then play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** for the rest of the pictures: **2a** and **2b**, **3a** and **3b**, **4a** and **4b**, and **5a** and **5b**.

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

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

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

Outcome: Pupils can listen to and understand five communicative contexts and tick the correct pictures.

Key: 1. b **2.** b **3.** a **4.** b **5.** b

2. Listen and number.

Goal: To listen to and understand four communicative contexts and number the correct pictures.

Input: Picture cues:

a. Linh guesses that the boy who is running is Bill.

b. The dentist tells Ben to open his mouth for him to check his teeth.

c. Linh wants to know what Ben likes.

d. Lucy points at the eye of the robot and asks Minh what it is.



Audio script:

1. *Dentist:* Open your mouth, please!
2. *Linh:* What's your hobby?

   Ben: I like swimming.
3. *Lucy*: What's this?

   Minh: It's an eye.
4. *Linh*: Is that Bill?

   Mary: No, it isn't. It's Ben.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the names of the characters and what they say. Play the recording for pupils to listen. Play the recording again for them to do the activity. Play the recording a third time for pupils to check their answers.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand four communicative contexts and number the correct pictures.

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

Period 2

3. Read and match.

Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two pupils.



Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them about this activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with the letter **e**.

Step 2: Give pupils time to do the task. Go around the classroom to offer support.

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

Extension: Invite pairs of pupils to stand up and read the matched exchanges aloud.

Outcome: Pupils can read and match pairs of target sentence patterns.

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

4. Read and complete.



Goal: To read and complete a gapped conversation between two pupils.

Input: A gapped conversation with word cues to complete

Procedure: **Step 1:** Draw pupils' attention to the words in the box and the conversation. Point at the first sentence and read aloud as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.

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

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

Extension: Invite pairs of pupils to stand up and read the completed conversation aloud.

Outcome: Pupils can read and complete a conversation with words relating to the topics "Greetings", "Names", "Ages", and "Hobbies".

Key: **1.** name **2.** Hello **3.** eight **4.** hobby **5.** singing

5. Ask and answer.



Goal: To ask and answer questions using personal information.

Input: Four questions for pupils to ask and answer

Procedure: **Step 1:** Draw pupils' attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.

Step 2: Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.

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

Outcome: Pupils can ask and answer questions using their personal information.

FUN TIME

Period 3

Warm-up

- Greet the class. Have pupils sing *The alphabet song*.
- Praise pupils and get the class to cheer or clap their hands.
- Get pupils to open their books on page 42 and look at Fun time, Activity 1.

1. Find, circle and match.

Goal: To revise target vocabulary by doing a word search.

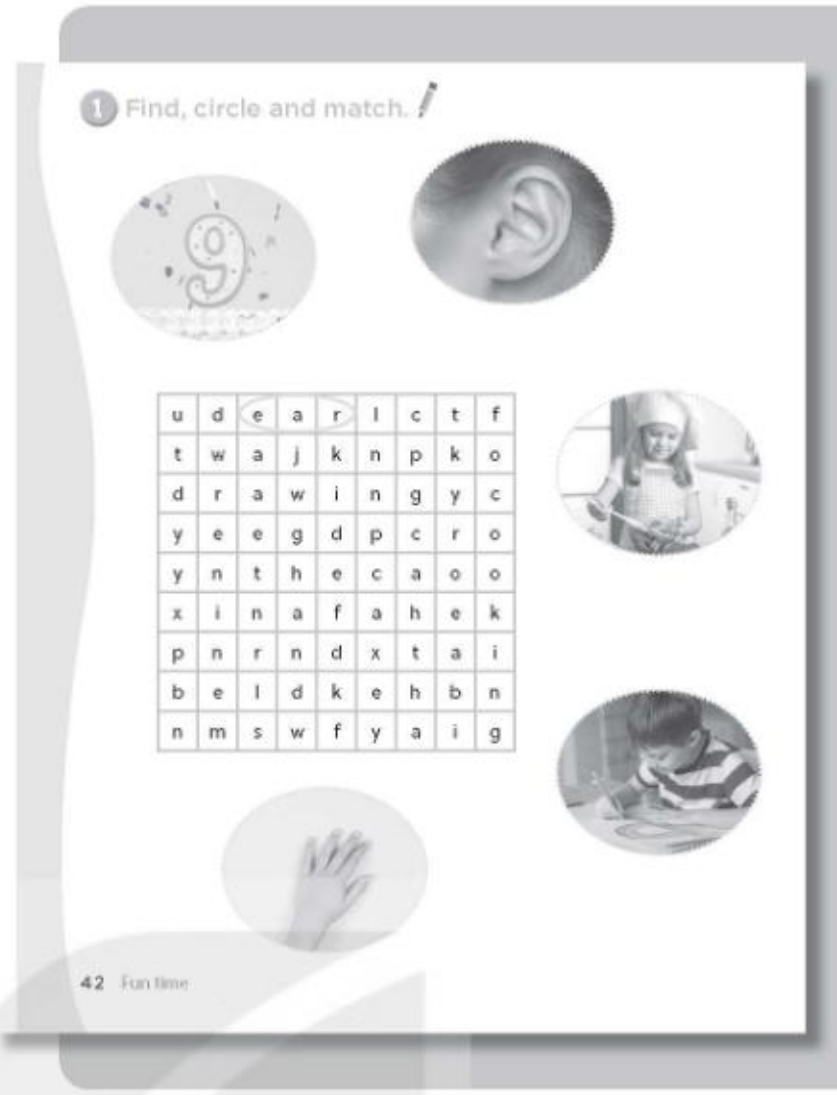
Input:
– The word search

– Picture cues: the number 9, an ear, a girl cooking, a boy drawing, a hand

– Flash cards for *nine, an ear, cooking, drawing* and *a hand*

Procedure: **Step 1:** Have pupils look at the activity. Point at the pictures and ask "What's this?" or "What do you see in the pictures?". Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word in chorus.

Step 2: Point at the picture of an ear, and draw pupils' attention to the word *ear* that has been circled as an example. Tell pupils to find the rest of the words in the word search.



Step 3: Have pupils match the words in the word search with the pictures. Get pupils to swap books with a partner, then check answers as a class.

Step 4: Have pupils work in pairs. Explain that first, one of them should point at the pictures. Then, the other should point at the circled words in the word search and say them aloud.

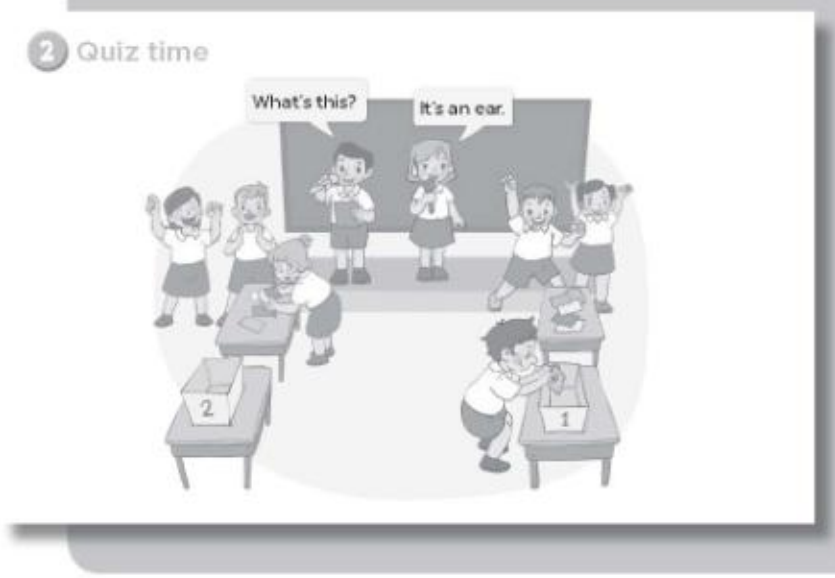
Outcome: Pupils can find the words in the word search and match each of them with the relevant picture.

Key:



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2. Quiz time



Goal: To revise the target vocabulary and sentence patterns learnt in Units 1 – 5.

Input: – Two sets of flash cards showing different target words, e.g. *ear, face, eye, hand, nose*, and *name*.

– Boxes for the flash cards labelled *Box 1* and *Box 2*.

Procedure: **Step 1:** Put pupils into two teams, Team 1 and Team 2.

Step 2: Have one pupil from each team (Pupil 1 and Pupil 2) stand next to their team's box (Box 1 or Box 2).

Step 3: Have two other pupils look at a flash card and act out a dialogue based on the target word.

Example:

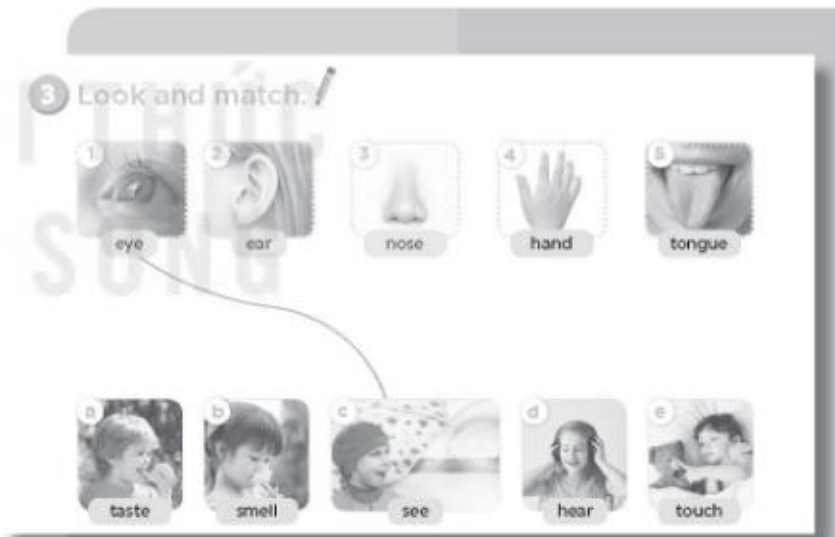
Pupil 3 (showing the flash card): *What's this?*

Pupil 4: *It's a hand.*

After listening to the dialogue, Pupils 1 and 2 must race to find the right flash card and put it in their team's box. Whoever is quickest earns one point for his / her team. Other pairs then take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are recommended). The team with most points wins.

Outcome: Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 1 – 5.

3. Look and match.



Goal: To learn the five senses and how they relate to our bodies.

Input: – Five pictures showing the body parts that we use for the five senses, labelled *eye, ear, nose, hand, tongue*.

– Five pictures showing children tasting, smelling, seeing, hearing and touching.

Procedures: **Step 1:** Draw pupils' attention to Pictures **1** to **5** and elicit the names of the body parts: *eye, ear, nose, hand, tongue*.

Step 2: Point to your eyes and ask pupils what they do with their eyes. Encourage pupils to share their ideas, then explain that we see with our eyes. Write *see* on the board and model it for pupils to repeat. Repeat the same procedure with the other body parts.

Step 3: Have pupils complete the activity by drawing lines to match the body parts to the senses. Check answers together as a class.

Outcome: Pupils can learn the five senses and how they relate to our bodies.

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

UNIT 6 – OUR SCHOOL

Objectives

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

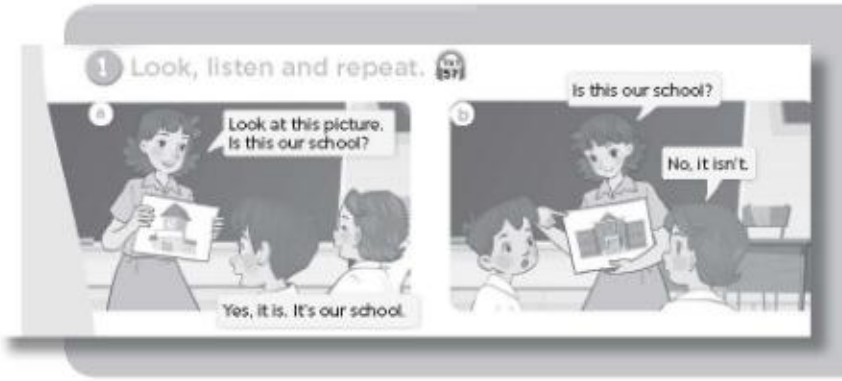
- correctly pronounce the sounds of the consonant clusters ***pl*** and ***cl*** in isolation, in the words *playground* and *classroom* and in the sentences *Let's go to the playground.* and *Is that your classroom?;*
- use the words *school, classroom, library, playground, computer room, art room, music room* and *gym* in relation to the topic "Our school";
- use *Is this our _____? – Yes, it is. / No, it isn't.* to ask and answer questions about their school;
- use *Let's go to the _____. – OK, let's go.* to make suggestions to go to a place at school and express agreement;
- listen to and understand simple exchanges in relation to the topic "Our school";
- read and write about a school;
- make a poster to introduce their school to a new pupil.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Have pupils sing the song *My hobby* from Unit 5.
- Get pupils to open their books on page 44 and look at Unit 6, Lesson 1, Activity 1. Write the title "Our school" on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school.

Input: – Context **a**: Ms Hoa: *Look at this picture. Is this our school?* Lucy: *Yes, it is. It's our school.*

– Context **b**: Ms Hoa: *Is this our school?* Lucy: *No, it isn't.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Point at each picture, ask questions to help them identify the names of the speakers.

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

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

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

Step 5: Draw pupils' attention to the question *Is this our school?* and the answers *Yes, it is.* and. *No, it isn't.* Tell pupils that they are used to ask and answer questions about their school.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school.

2. Listen, point and say.



Goal: To correctly say the words and use *Is this our _____? – Yes, it is. / No, it isn't.* to ask and answer questions about their school.

Input: – Picture cues:

a. a school **b.** a classroom

c. a library **d.** a playground

– Speech bubbles: *Is this our _____? – Yes, it is. / No, it isn't.*

– Flash cards for *school, classroom, library* and *playground*

Audio script:

a. school / yes **b.** classroom / no

c. library / yes **d.** playground / no

A: Is this our school? *A:* Is this our classroom?

B: Yes, it is. *B:* No, it isn't.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the places at school.

Step 2: Have pupils point at Picture **a** (school), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *school, classroom, library* and *playground* and have pupils say the words.

Step 3: Point at the question in the speech bubble and Picture **a** and have pupils listen to the recording and repeat the question *(Is this our school?)*. Point at Picture **a** and have pupils listen to the recording and repeat the answer *(Yes, it is.)*. Repeat the same procedure with the other three pictures.

Step 4: Point at one of the pictures randomly to elicit the question and then the answer. If possible, prepare some photos of the school, classroom, library and playground to elicit *Yes, it is.* in the real context.

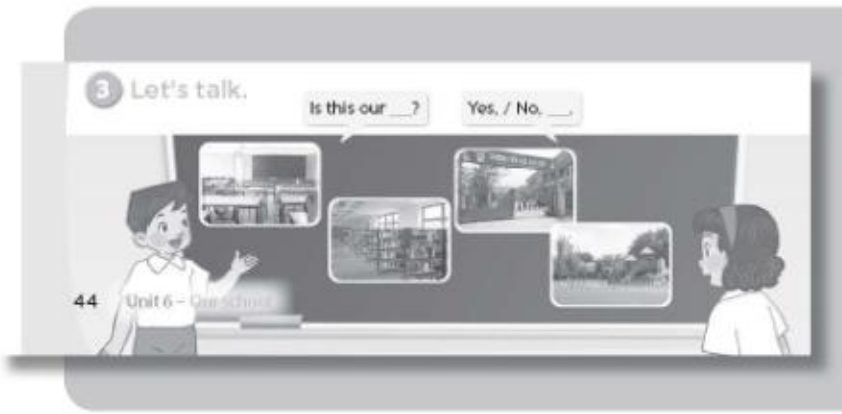
Step 5: Give pupils time to practise asking and answering the question *Is this our _____? – Yes, it is. / No, it isn't.* in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.

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Step 6: Invite a few pairs to point at the pictures, ask and answer the questions in front of the class.

Outcome: Pupils can correctly say the words and use *Is this our _____? – Yes, it is. / No, it isn't.* to ask and answer questions about their school.

3. Let's talk.



Goal: To enhance the correct use of *Is this our _____? – Yes, it is. / No, it isn't.* to ask and answer questions about their school in a freer context.

Input: – Picture cue: Two pupils are standing in the classroom and pointing to the flash cards for school facilities on the board.

– Speech bubbles: *Is this our _____? – Yes, / No, _____.*

– Flash cards for *school, classroom, library* and *playground*

Procedure: **Step 1:** Have pupils look at the picture. Point at a certain room to elicit the question and the answer in context. Stick the flash cards for *school, classroom, library* and *playground* on the wall at various places around the classroom and point at a certain flash card to elicit the question and answer. If possible, prepare some photos of the school to create the right context for pupils to talk.

Step 2: Give pupils time to practise in pairs. One pupil points at a prompt picture or a school room flash card and asks; another pupil answers in context. Go around the classroom to offer support.

Step 3: Invite some pairs of pupils to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *Is this our _____? – Yes, it is. / No, it isn't.* to ask and answer questions about their school in a freer context.

Preparation for the project: Tell pupils about the project on page 49. Ask them to prepare at home. Ask them to prepare a poster about their school in order to introduce it to a new pupil. They also need to write down the sentences that they are going to say. In Lesson 2, Period 4, remind pupils of what they need to prepare for the project.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Have the class play the game *Guess the picture* with the words *school, classroom, library* and *playground.*
- Get pupils to open their books on page 45 and look at Unit 6, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts to ask and answer questions about a school and tick the correct pictures.

Input: Picture cues: **1a.** a library **1b.** a playground
2a. a classroom **2b.** a school

Audio script:

1. *A:* Is this our playground?
B: Yes, it is.

2. *A:* Is this your classroom?
B: Yes, it is. It's my classroom.

Procedure: **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the place in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat **Step 1** for Pictures **2a** and **2b**.

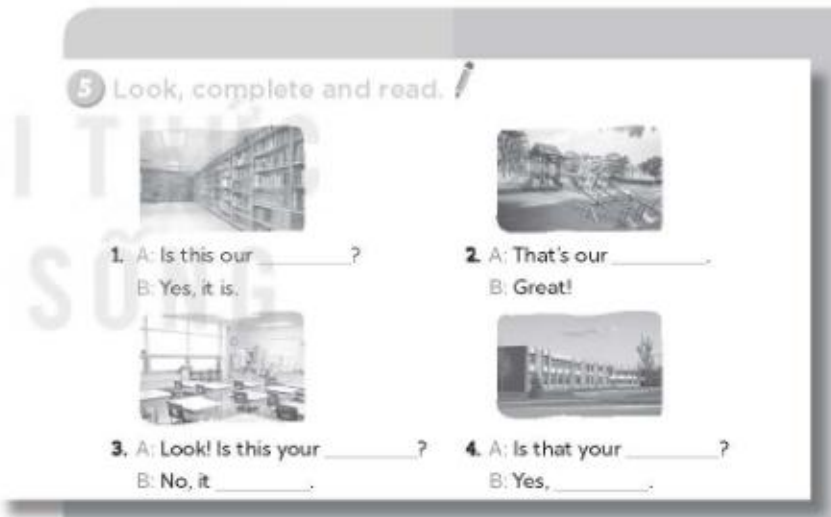
Step 2: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

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

Outcome: Pupils can listen to and understand two communicative contexts to ask and answer questions about a school and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete the four incomplete sentence patterns with the help of picture cues.

Input: Four picture cues and four incomplete dialogues.

Procedure: **Step 1:** Have pupils look at the pictures and identify the places in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the picture and identify the place. Have them look at the dialogue. Ask them what is missing in the question *(library)*. Then have them complete the gap *(Is this our library?)*. Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually. Get pupils to swap books and correct their answers in pairs. Check the answers as a class. Ask a few pairs to read the dialogues aloud.

Outcome: Pupils can complete the four incomplete sentence patterns with the help of picture cues.

Key: 1. library **2.** playground **3.** classroom; isn't **4.** school; it is

6. Let's sing.



Goal: To sing the song *Our school* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Our school*.

Procedure: **Step 1:** Have pupils look at the picture illustrating the song lyrics and elicit what they can see in the picture.

Step 2: Play the recording and ask pupils to clap when they hear the word *school*. Play the recording again for the class to listen to the word and clap. Play the recording again and ask pupils to do a TPR action when they hear the word *like*.

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

Step 4: Play the recording a few times for them to practise singing, clapping and doing the actions.

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

Outcome: Pupils can sing the song *Our school* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Have pupils sing the song *Our school*. Encourage them to clap and do actions while they sing.
- Get pupils to open their books on page 46 and look at Unit 6, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to make suggestions to go to a place at school and express agreement.

Input: – Context **a**: Mary: *Let's go to the art room.* Minh: *OK, let's go.*

– Context **b**: Ben: *Let's go to the music room.* Lucy: *OK, let's go.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.

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

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

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

Step 5: Draw pupils' attention to the sentences *Let's go to the art room / music room.* and the reply *OK, let's go.* Tell pupils that the sentences are used to make suggestions and express agreement.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to make suggestions to go to a place at school and express agreement.

2. Listen, point and say.



Goal: To correctly say the words and use *Let's go to the _____. – OK, let's go.* to make suggestions to go to a place at school and express agreement.

Input: – Picture cues:

a. a computer room

b. an art room

c. a music room

d. a gym

– Speech bubbles: *Let's go to the _____. – OK, let's go.*

– Flash cards for *computer room, art room, music room* and *gym*

Audio script:

a. computer room **b.** art room **c.** music room **d.** gym

A: Let's go to the computer room.

B: OK, let's go.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the places at school.

Step 2: Have pupils point at Picture **a** (computer room), listen to the recording and repeat the phrase. Repeat the same procedure with the other three pictures. Have the class repeat the words / phrases a few times. Hold up the flash cards for *computer room, art room, music room* and *gym* and have pupils say the words / phrases.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *(Let's go to the computer room.)*. Point at the speech bubble and have pupils listen and repeat after the recording (*OK, let's go.*). Repeat the same procedure with the other three pictures.

Step 4: Point at one of the pictures randomly to elicit the suggestion and then the reply.

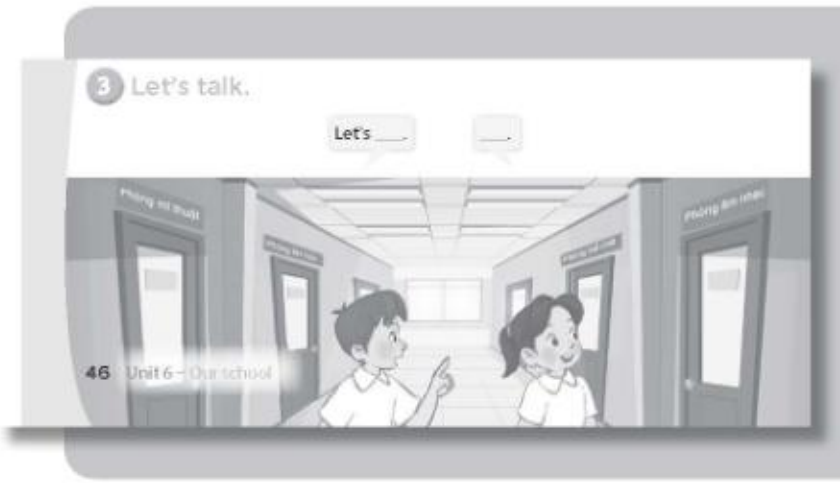
Step 5: Give pupils time to practise making suggestions and expressing agreement in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.

Step 6: Invite a few pairs to point at the pictures and make dialogues.

Outcome: Pupils can correctly say the words and use *Let's go to the _____. – OK, let's go.* to make suggestions to go to a place at school and express agreement.

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3. Let's talk.



Goal: To enhance the correct use of *Let's go to the _____. – OK, let's go.* to make suggestions to go to a place at school and express agreement in a freer context.

Input: – Picture cue: Two pupils are standing in the hall and pointing to the four school rooms.

– Speech bubbles: *Let's _____. – _____.*

Procedure: **Step 1:** Have pupils look at the picture. Point at the rooms to elicit their names. Point at a certain room to elicit the missing words in the gapped bubbles to complete the sentences. Stick the flash cards for *computer room, art room, music room, library, playground* and *gym* around the classroom. Point at a certain flash card to elicit the suggestion and reply.

Step 2: Put pupils into pairs to make suggestions to go to a place at school and express agreement. Go around the classroom to offer support.

Step 3: Invite some pairs to the front of the class to interact with each other, pointing at the rooms in the picture in their books or flash cards around the classroom.

Outcome: Pupils can enhance the correct use of *Let's go to the _____. – OK, let's go.* to make suggestions to go to a place at school and express agreement in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Have pupils sing the song *Our school*.
- Invite a few pairs to come to the front of the class to use the picture in Lesson 2, Activity 3 to take turns making suggestions to go to a place at school and expressing agreement.
- Get pupils to open their books on page 47 and look at Unit 6, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils make suggestions to go to different places at school and number the correct pictures.

Input: Picture cues: **a.** a music room **b.** an art room

c. a gym **d.** a computer room

Audio script:

1. *A:* Let's go to the gym.

B: OK, let's go.

2. *A:* I like drawing.

B: Me too. Let's go to the art room.

3. *A:* Is that the computer room?

B: Yes, it is.

A: Let's go.

4. *A:* Let's go to the music room.

B: OK, let's go.

Procedure: **Step 1:** Have pupils look at the pictures. Point at each picture and elicit the school room. Play the recording twice so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity and check their answers.

Step 2: Check answers together as a class. Play the recording again for pupils to correct their answers.

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

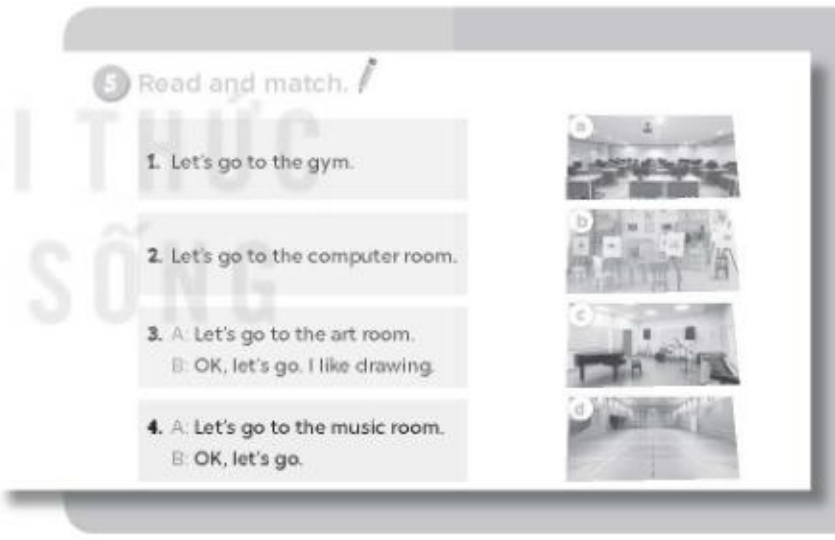
Outcome: Pupils can listen to and understand four communicative contexts in which pupils make suggestions to go to different places at school and number the correct pictures.

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

5. Read and match.

Goal: To read some sentences / exchanges and match them with the correct pictures.

Input: Four pictures, two target sentences and two exchanges to match



Procedure: **Step 1:** Have pupils look at the pictures and say the names of the places.

Step 2: Give pupils time to read the sentences / exchanges and match them with the correct pictures.

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

Extension: If time allows, invite some pairs to take turns acting out situations **3** and **4**.

Outcome: Pupils can read and match the sentences / exchanges with the correct school rooms.

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

6. Let's play.



Guess the place

Goal: To practise the target sentence pattern by playing the game *Guess the place*.

Input: – A picture showing pupils how to play the game

– Flash cards for *school, classroom, library, playground, computer room, art room, music room* and *gym*

Procedure: **Step 1:** Hold up a flash card for *library* and say: *We like reading. Let's go to ...* Elicit the school room to complete the sentence. Show pupils the flash card and have them repeat the word and the sentence.

Step 2: Hold up another flash card and continue with the game.

Step 3: Divide the class into two teams. Each team in turn plays the game. If pupils in a team can guess the correct picture, they get a star. After three or four rounds, the team with the most stars is the winner. Give the team a fun prize.

Outcome: Pupils can practise the target sentence pattern by playing the game *Guess the place.*

LESSON 3 (Period 5)

Warm-up

- Greet the class. Have pupils sing the song *Our school* with actions.
- Have pupils play the game *Guess the place* using the flash cards for *playground* and *classroom*. Remember to have pupils repeat the words.
- Get pupils to open their books on page 48 and look at Unit 6, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the consonant clusters ***pl*** and ***cl*** in isolation, in the words *playground* and *classroom*, and in the sentences *Let's go to the playground.* and *Is that your classroom?* with the correct pronunciation and intonation.

Input: – The consonant cluster ***pl***, the word *playground* and the sentence *Let's go to the playground.*

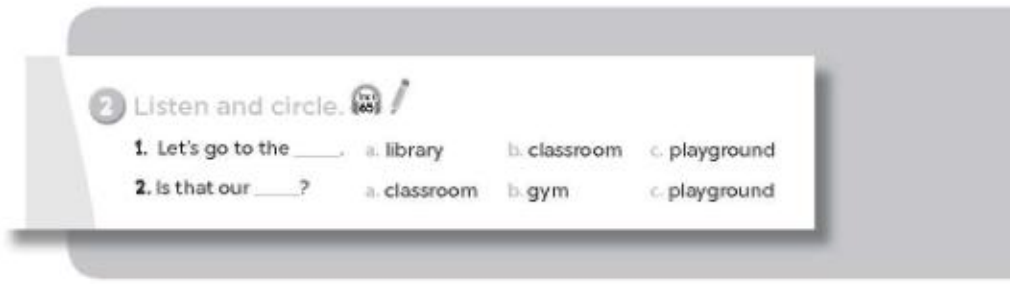
– The consonant cluster ***cl***, the word *classroom* and the sentence *Is that your classroom?*

Procedure: **Step 1:** Draw pupils' attention to the consonant cluster ***pl***, the word *playground*, and the sentence *Let's go to the playground.* Play the recording and encourage them to point at the letter / word / sentence during their listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them if their pronunciation is good. Repeat the procedure with the consonant cluster ***cl***.

Outcome: Pupils can correctly repeat the sounds of the consonant clusters ***pl*** and ***cl*** in isolation, in the words *playground* and *classroom*, and in the sentences *Let's go to the playground.* and *Is that your classroom?* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the words *classroom* and *playground* while listening.

Input: Two sentences for completion with three options for each

Audio script:

1. Let's go to the classroom.

2. Is that our playground?

Procedure: **Step 1:** Draw pupils' attention to the sentences and the answer options. Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.

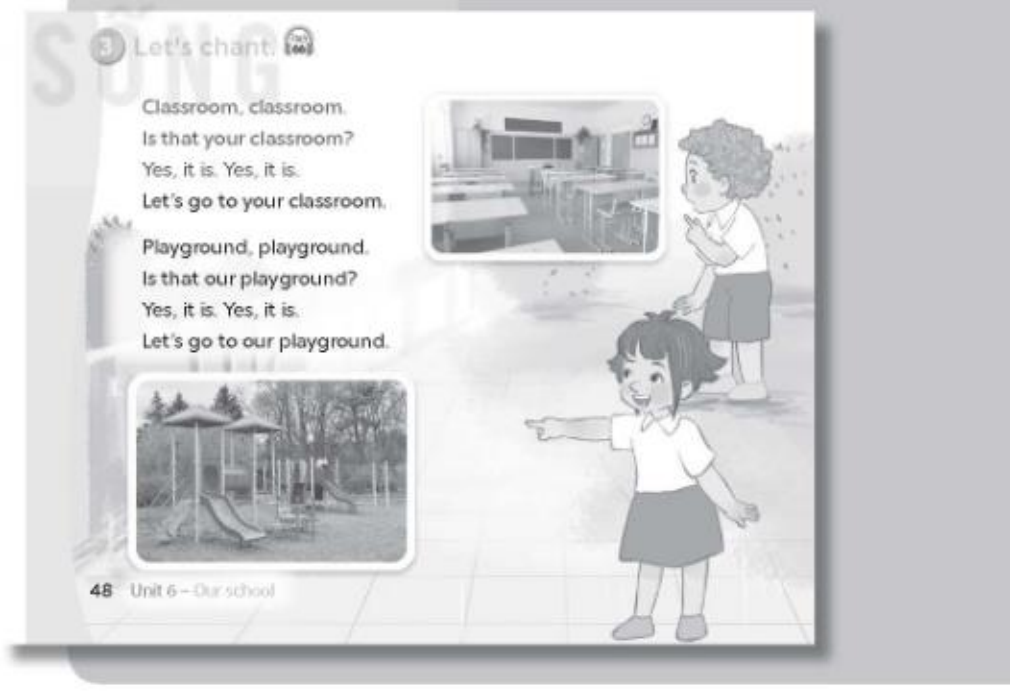
Step 2: Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording for them to check their answers again.

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

Outcome: Pupils can identify the words *classroom* and *playground* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the consonant clusters ***cl*** and ***pl*** in the words *classroom* and *playground* in the chant.

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

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

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

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

LESSON 3 (Period 6)

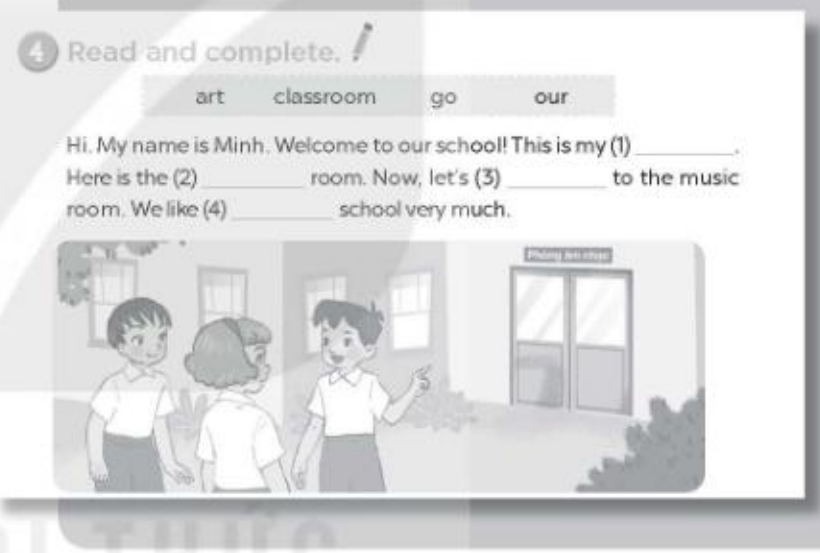
Warm-up

- Greet the class. Have pupils say the chant in the previous lesson and do the actions.
- Get pupils to open their books on page 49 and look at Unit 6, Lesson 3, Activity 4.

4. Read and complete.

Goal: To read and choose the words to complete the text.

Input:
- A box of four words *art, classroom, go* and *our*
- A gapped paragraph



Procedure:

Step 1: Draw pupils' attention to the picture to introduce the context. Minh is introducing his school to his friends. Have pupils read aloud the words to fill in.

Step 2: Do the first blank with pupils to make sure that they know how to do the task. Give pupils enough time to complete the text.

Step 3: Check the answers as a class.

Step 4: Have pupils read the text aloud.

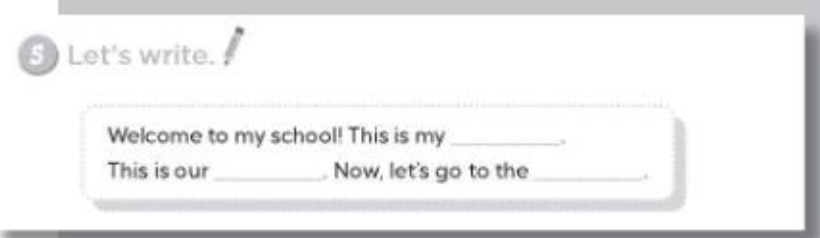
Outcome: Pupils can read and choose the words to complete the text.

Key: 1. classroom **2.** art **3.** go **4.** our

5. Let's write.

Goal: To read and complete a gapped paragraph to introduce their school.

Input: A gapped paragraph



Procedure: **Step 1:** Draw pupils' attention to the first gap and ask them what the missing word is. Have pupils write their answers.

Step 2: Repeat **Step 1** with the next gaps. Give pupils time to write the answers.

Step 3: Have some pupils read their completed paragraph aloud.

Outcome: Pupils can read and complete the paragraph to introduce their school.

6. Project



Goal: To introduce the school to a new pupil.

Input: – A picture of Minh presenting a poster about his school to some friends

– Materials to carry out the project, such as paper, pencil and crayons

Procedure: **Important note:** By the end of Lesson 1, Period 1, tell pupils about the project. Ask them to prepare a poster about their school in order to introduce it to a new pupil. They also need to write the sentences that they are going to say. In Lesson 2, Period 4, remind pupils of what they need to prepare for the project.

Step 1: Point at the sample poster and explain that the pupil is going to introduce his school to some friends.

Step 2: Have pupils show the posters that they have prepared for the project. Revise some structures and vocabulary that pupils need for their presentations. Give pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.

Step 3: Give pupils time to use their posters to practise presenting within their groups.

Step 4: Select a few pupils to give their presentations in front of the class.

Outcome: Pupils can introduce their school to a new pupil.

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UNIT 7 – CLASSROOM INSTRUCTIONS

Objectives

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

- correctly pronounce the sounds of the consonant clusters ***sp*** and ***st*** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?;*
- use the words *open, close, stand up, sit down, go out, come in, speak, English, Vietnamese* and *please* in relation to the topic "Classroom instructions";
- use _____, *please!* to give instructions;
- use *May I* _____*? – Yes, you can. / No, you can't.* to ask for and give permission;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Classroom instructions";
- read and write instructions and permission;
- make classroom instructions, choose one from the box and read it to the classmates to act out.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Get pupils to open their books on page 50 and look at Unit 7, Lesson 1, Activity 1.
- Write the title *Classroom instructions* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on classroom instructions.

Input:
- Context **a**: Class: *Good morning, Ms Hoa*. Ms Hoa: *Hello, class. Sit down, please!*
- Context **b**: Ms Hoa: *Open your books, please!*

Procedure:

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

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

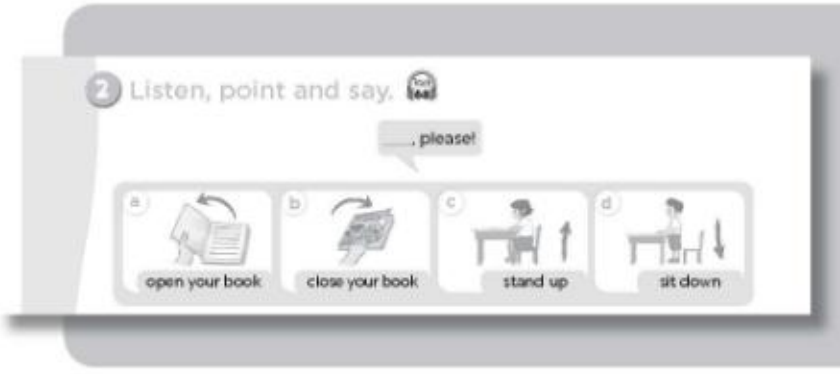
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the sentences *Sit down, please!* and *Open your books, please!* Tell pupils that they are classroom instructions.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on classroom instructions.

2. Listen, point and say.



Goal: To correctly say the phrases and use _____, *please!* to give instructions.

Input: – Picture cues:

a. a book opening

b. a book closing

c. a girl about to stand up

d. a boy about to sit down

– Speech bubble: _____, *please!*

– Flash cards for *open your book, close your book, stand up* and *sit down*

Audio script:

a. open your book **b.** close your book

c. stand up **d.** sit down

Open your book, please!

Procedure: **Step 1:** Have pupils look at the pictures and elicit the school thing and the character in each picture.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*open your book*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times. Hold up the flash cards for *open your book, close your book, stand up* and *sit down* and have pupils say the phrases.

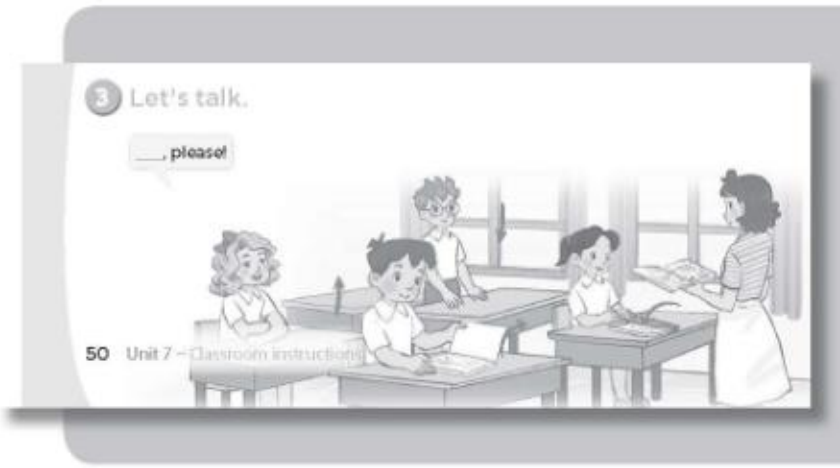
Step 3: Point at the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(Open your book, please!)*.

Step 4: Have pairs practise saying _____, *please!* with Pictures **b**, **c** and **d**.

Step 5: Invite a few pairs to point at the pictures and give instructions for the class to act out.

Outcome: Pupils can correctly say the phrases and use _____, *please!* to give instructions.

3. Let's talk.



Goal: To enhance the correct use of _____, *please!* to give instructions in a freer context.

Input: – Picture cue: A classroom in which pupils are asking the teacher for her permission to open the book / close the book / stand up / sit down

– Speech bubble: _____, *please!*

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

Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.

Step 3: Put pupils into pairs. Encourage them to give and respond to instructions. Go around the classroom to offer support while they are acting out the instructions.

Step 4: Invite some pairs of pupils to the front of the class to act out the instructions.

Outcome: Pupils can enhance the correct use of _____, *please!* to give instructions in a freer context.

Preparation for the project: Tell pupils about the project on page 55. Ask them to do it in class by writing classroom instructions on pieces of paper, then choosing one instruction and reading it to their classmates to act out at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising how to use _____, *please!* to give classroom instructions. Get a few pupils to give and respond to instructions.
- Get pupils to open their books on page 51 and look at Unit 7, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which Ms Hoa gives pupils two instructions and tick the correct pictures.

Input: Picture cues:

1a. a book opening **1b.** a book closing

2a. a boy about to stand up **2b.** a boy about to sit down

Audio script:

1. *Ms Hoa:* Open your book, please!

2. *Ms Hoa:* Stand up, please!

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the instruction used in each picture. Play the recording for Question **1**.

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

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

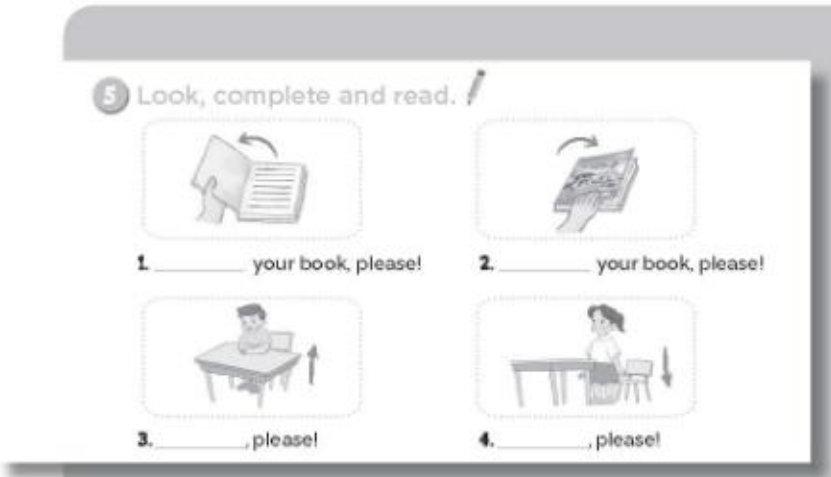
Step 4: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can listen to and understand two communicative contexts in which Ms Hoa gives pupils two instructions and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete the four target sentence patterns with the help of picture cues.

Input: Four picture cues and four target sentences to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the instruction used in each picture.

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

Step 3: Model Picture **1**. Have pupils look at the gapped sentence. Ask them what word is missing in the gap (*Open*). Then have them complete the sentence *(Open your book, please!)*. Repeat the same procedure with Pictures **2**, **3** and **4**.

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

Outcome: Pupils can complete the four target sentence patterns with the help of picture cues.

Key: 1. Open **2.** Close **3.** Stand up **4.** Sit down

6. Let's play.

Sit down, please!



Goal: To recognise target phrases while listening and acting out the classroom instructions by playing the game *Sit down, please!*

Input: Common classroom instructions prepared by pupils or the teacher, e.g. *Open your book(s), please! Close your book(s), please! Stand up, please! Sit down, please!*

Procedure: **Step 1:** Put pupils into groups of 5 or 6. Choose one pupil from each group as a person who gives instructions for the rest of the group to act out.

Step 2: Model by saying: *Stand up, please!* Pupils respond to this instruction by standing up.

Step 3: Have groups play the game. One pupil in each group gives instructions for his / her group to act out. Explain that pupils who perform the wrong action are out of the game.

Step 4: The winning group is the one that has the highest number of members left at the end of the game.

Outcome: Pupils can recognise target phrases while listening and acting out the instructions.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class play the game *Sit down, please!*
- Get pupils to open their books on page 52 and look at Unit 7, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving permission.

Input: – Context **a**: Ben: *May I open the book?* Mr Long: *No, you can't.*

– Context **b**: Mai: *May I go out?* Mr Long: *Yes, you can.*

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

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

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

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

Step 5: Draw pupils' attention to the question *May I open the book?* and the answer *No, you can't.*, the question *May I go out?* and the answer *Yes, you can.* Tell pupils that they are used to ask for and give permission.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving permission.

2. Listen, point and say.



Goal: To correctly say the words and use *May I _____?* and *Yes, you can. / No, you can't.* to ask for and give permission.

Input: – Picture cues:

a. A boy asks Mr Long for his permission to leave the classroom.

b. A boy asks Mr Long for his permission to speak Vietnamese.

c. A girl asks the teacher for her permission to open her book.

d. A boy asks Ms Hoa for her permission to sit down.

– Speech bubbles: *May I _____? – Yes, you can. / No, you can't.*

Audio script:

a. go out / yes

b. speak Vietnamese / yes

c. open the book / no

d. sit down / no

A: May I go out?

B: Yes, you can.

A: May I open the book?

B: No, you can't.

Procedure: **Step 1:** Have pupils look at the pictures and identify the characters.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase and word *(go out / yes)*. Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times. Hold up the flash cards for *go out, speak Vietnamese, open the book* and *sit down* and have pupils say the phrases.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *(May I go out? – Yes, you can.)*. Point at Picture **c** and have pupils listen and repeat after the recording *(May I open the book? – No, you can't.)*.

Step 4: Have pairs practise asking for and giving permission using *May I _____? – Yes, you can. / No, you can't.* with Pictures **b** and **d**.

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

Outcome: Pupils can correctly say the words and use *May I _____?* and *Yes, you can. / No, you can't.* to ask for and give permission.

3. Let's talk.

Goal: To enhance the correct use of *May I _____?* and *Yes, you can. / No, you can't.* to ask for and give permission in a freer context.



Input: – Picture cue: A classroom in which pupils are asking the teacher for her permission to open the book / speak Vietnamese / come in / go out

– Speech bubbles: *May I _____? – Yes, / No, _____.*

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

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

Step 3: Put pupils into pairs and encourage them to ask for permission and give answers. Go around the classroom to offer support.

Step 4: Invite some pairs of pupils to come to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *May I _____?* and *Yes, you can. / No, you can't.* to ask for and give permission in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising how to ask for and give permission. Get a few pairs to perform in front of the class.
- Get pupils to open their books on page 53 and look at Unit 7, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask their teachers for permission and number the correct pictures.

Input: Picture cues:

a. Minh asks Ms Hoa's permission to speak Vietnamese.

b. Nam asks Ms Hoa's permission to open a book.

c. Linh asks Ms Hoa's permission to leave the classroom.

d. Mai asks Ms Hoa's permission to sit down.

Audio script:

1. *Nam:* May I open the book?

Ms Hoa: Yes, you can.

2. *Minh:* May I speak Vietnamese?

Ms Hoa: No, you can't.

3. *Mai:* May I sit down?

Ms Hoa: Yes, you can.

4. *Linh:* May I go out?

Ms Hoa: Yes, you can.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the questions to ask for permission used in the pictures and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for pupils to double-check their answers.

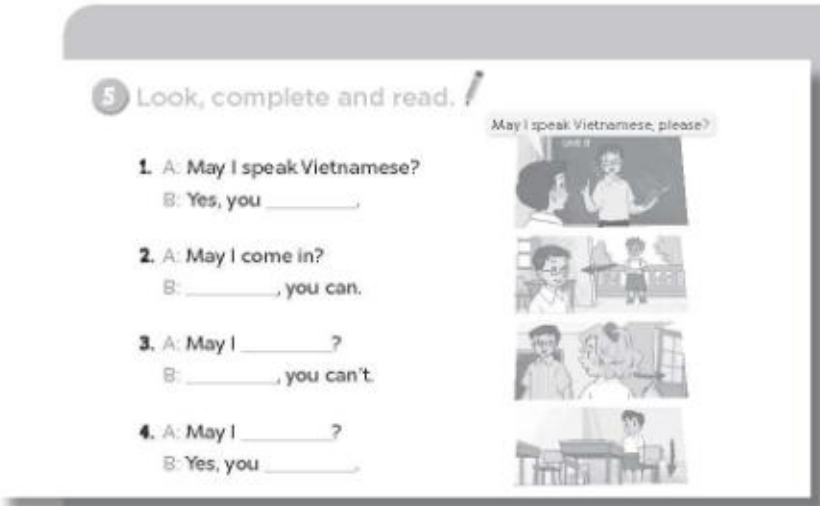
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask their teachers for permission and number the correct pictures.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

5. Look, complete and read.



Goal: To complete the target sentence patterns with the help of picture cues.

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

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify what the characters in the pictures are asking for.

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

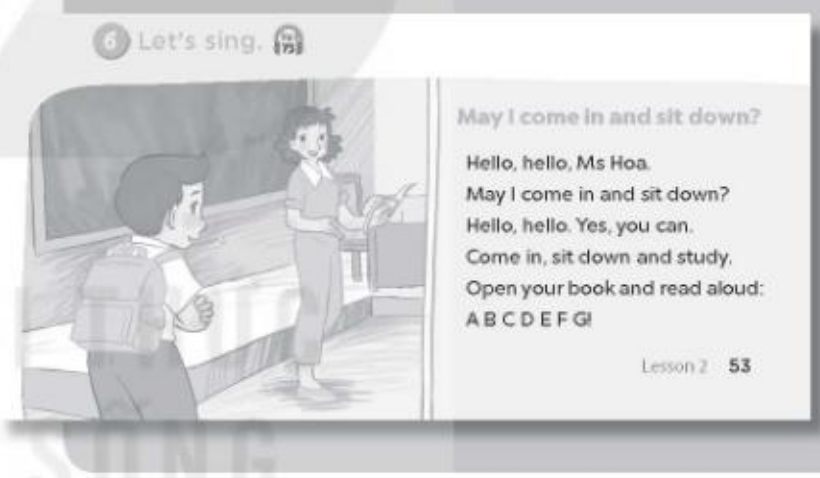
Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what word is missing in the answer *(can)*. Then have them complete the answer *(Yes, you can.)*. Repeat the same procedure with Pictures **2**, **3** and **4**.

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

Outcome: Pupils can complete the target sentence patterns with the help of picture cues.

Key: 1. can **2.** Yes **3.** go out; No **4.** sit down; can

6. Let's sing.



Goal: To sing the song *May I come in and sit down?* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *May I come in and sit down?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback.

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

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

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

Step 5: Introduce actions for pupils to do while they sing along with the recording.

Extension: Put pupils into groups and ask them to make up their own actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along the song.

Outcome: Pupils can sing the song *May I come in and sit down?* with the correct pronunciation and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have the class sing the song *May I come in and sit down?* and clap or do actions while they sing.
- Get pupils to open their books on page 54 and look at Unit 7, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the consonant clusters ***sp*** and ***st*** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation.

Input: – The consonant cluster ***sp***, the word *speak* and the sentence *Speak English, please!*

– The consonant cluster ***st***, the word *stand* and the sentence *May I stand up?*

Procedure: **Step 1:** Draw pupils' attention to the consonant cluster ***sp***, the word *speak* and the sentence *Speak English, please!* Play the recording and encourage them to point at the consonant cluster / word / sentence while they listen.

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

Step 3: Repeat **Steps 1** and **2** for the consonant cluster ***st***.

Outcome: Pupils can correctly repeat the sounds of the consonant clusters ***sp*** and ***st*** in isolation, in the words *speak* and *stand* and in the sentences *Speak English, please!* and *May I stand up?* with the correct pronunciation and intonation.

2. Listen and tick.



Goal: To identify the target words *speak* and *stand* while listening.

Input: Two gapped sentences for completion with three options

Audio script:

1. Speak English, please!

2. May I stand up?

Procedure: **Step 1:** Draw pupils' attention to the sentences and the answer options. Play the recording for pupils to listen.

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

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

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

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

Outcome: Pupils can identify the words *speak* and *stand* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the consonant clusters ***sp*** and ***st*** in the words *speak* and *stand* in the chant.

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

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

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 54.
- Get pupils to open their books on page 55 and look at Unit 7, Lesson 3, Activity 4.

4. Read and match.



Goal: To read and match two sentences and two dialogues with four pictures.

Input: Four picture cues, two sentences and two dialogues to match

Procedure: **Step 1:** Draw pupils' attention to the sentences / dialogues and the pictures. Tell them about this activity and give pupils an example by getting them to read the first sentence in chorus. Draw a line to match it with Picture **d**.

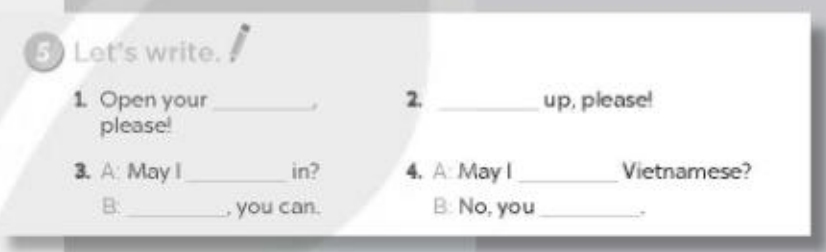
Step 2: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support.

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

Outcome: Pupils can read and match two sentences and two dialogues with four correct pictures.

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

5. Let's write.



Goal: To read, understand and complete the incomplete sentences / dialogues by writing the correct words in the gaps.

Input: Two incomplete sentences and two incomplete dialogues

Procedure: **Step 1:** Write the first incomplete sentence on the board: **1.** *Open your _____, please!*

Step 2: Read the incomplete sentence as a class. Elicit the word pupils have to write in the first gap and encourage them to say it.

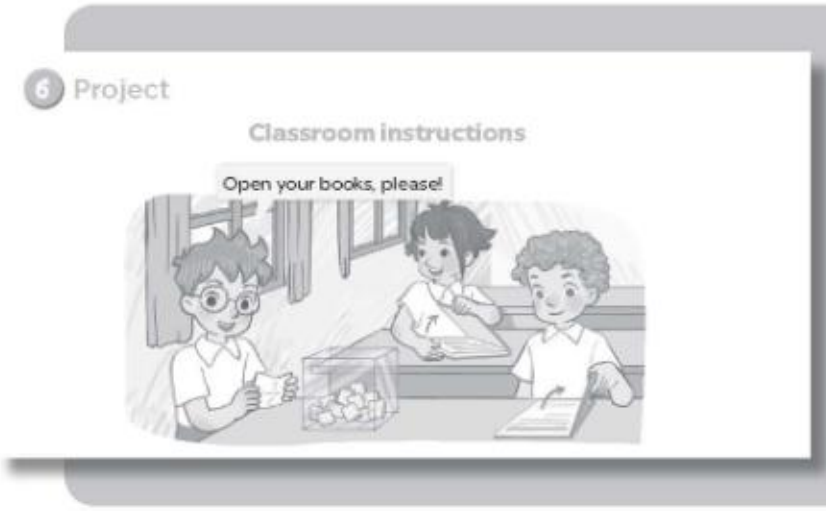
Step 3: Give pupils time to write down the answer.

Step 4: Repeat **Steps 1** to **3** for the other sentences.

Outcome: Pupils can read, understand and complete the incomplete sentences / dialogues by writing the correct words in the gaps.

Key: **1.** book(s) **2.** Stand **3.** come; Yes **4.** speak; can't

6. Project



Goal: To make classroom instructions, choose one from the box and read it to the classmates to act out.

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Input: Pieces of paper on which pupils write classroom instructions (e.g. *Stand up / Sit down, please! Close / Open your book(s), please! Go to the board, please! Go there / Come here, please! Tell me / Spell your name, please!*)

Procedure: **Step 1:** Put pupils into groups or ask the whole class to work together.

Step 2: Tell pupils to write instructions on their sheets of paper, then fold and put them in a box. Explain that each pupil writes just one instruction.

Step 3: Get each pupil to choose one instruction in the box then read it to the group / whole class to act out.

Step 4: Give pupils enough time to complete each step. Go around the classroom to monitor and offer support.

Extension: If time allows, invite one or two groups to act out the instructions in front of the class.

Outcome: Pupils can write instructions, choose one and read it to the classmates to act out.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 8 – MY SCHOOL THINGS

Objectives

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

- correctly pronounce the sounds of the letters ***oo*** and ***a*** in isolation, in the words *book* and *eraser* and in the sentences *I have a book.* and *Do you have an eraser?*;
- use the words *pen, ruler, book, school bag, pencil, pencil case, notebook* and *eraser* in relation to the topic "My school things";
- use *I have* _____. to talk about having a school thing;
- use *Do you have* _____*? – Yes, I do. / No, I don't.* to ask and answer questions about having a school thing;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My school things";
- read and write about school things;
- present to their classmates their three school things.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting. Review the previous lesson by having the class play the game *Spelling bee*, using the words *art room, classroom, computer room, gym, library, music room, playground* and *school.*
- Tell pupils to open their books on page 56 and look at Unit 8, Lesson 1, Activity 1. Write the title *My school things* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.

Input: – Context **a**: Linh: *Look, Ben. I have a pen.* Ben: *It's nice. I like it.*

– Context **b**: Linh: *I have a ruler, too.* Ben: *It's nice.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *I have a pen* and *I have a ruler.* Tell them that the sentence *I have* _____. is used to talk about having a school thing.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to talk about having a school thing.

2. Listen, point and say.



Goal: To correctly say the phrases and use *I have* _____. to talk about having a school thing.

Input: – Picture cues:

a. a pen **b.** a ruler

c. a book **d.** a school bag

– Speech bubble: *I have* _____.

Audio script:

a. a pen **b.** a ruler **c.** a book **d.** a school bag

I have a pen.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them about the activity.

Step 2: Point at Picture **a** and the phrase *a pen* underneath. Check comprehension and give feedback. Play the recording for pupils to repeat the phrase a few times. Draw pupils' attention to the speech bubble. Elicit the missing phrase. Write the answer on the board. Play the recording for pupils to repeat the sentence a few times until they feel confident. Tell them to point at the relevant school thing in the picture when they are repeating the sentence.

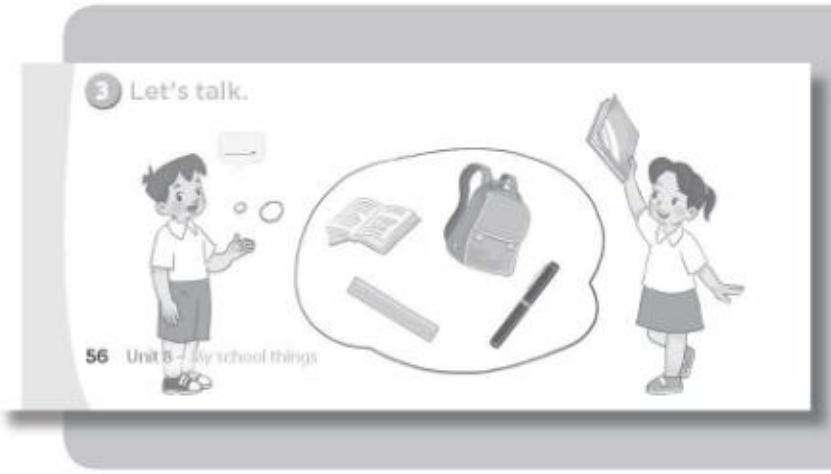
Step 3: Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Give pupils time to point at Pictures **a**, **b**, **c** and **d** to practise saying the sentences.

Step 5: Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.

Outcome: Pupils can correctly say the phrases and use *I have* _____. to talk about having a school thing.

3. Let's talk.



Goal: To enhance the correct use of *I have* _____. to talk about having a school thing in a freer context.

Input: – Picture cue: Two pupils talk about having a school thing (a book, a school bag, a pen and a ruler).

– Speech bubble: _____.

Procedure: **Step 1:** Have pupils identify the school things in the picture (as in *Input*). Point at each school thing, elicit the missing words in the bubble (*I have a book / ruler /* etc.). Complete the sentence. Get pupils to say the completed sentence.

Step 2: Put pupils into pairs. Encourage them to point at each school thing in the picture and in the classroom to say the sentence *I have* _____. Go around the classroom to offer support where necessary.

Outcome: Pupils can enhance the correct use of *I have* _____. to talk about having a school thing in a freer context.

Preparation for the project: Tell pupils about the project on page 61. Ask them to prepare a picture of their three school things at home and the language to present them. Tell them to bring it to the classroom at Project time to talk with their classmates. Tell them what they will need to say.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting. Invite a few pupils to stand up, pick up a school thing and say *I have* _____.
- Tell pupils to open their books on page 57 and look at Activity 4. Tell them what they will learn in this lesson.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils talk about the school things they have and tick the correct pictures.

Input: Picture cues: **1a.** a book **1b.** a pen
2a. a school bag **2b.** a ruler

Audio script:

1. *Mary:* I have a pen.
2. *Ben:* I have a school bag.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the name of the school thing in each picture and play the recording for Picture **1**. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answer.

Steps 2: Repeat **Step 1** for the second target sentence.

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

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

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

Outcome: Pupils can listen to and understand two communicative contexts in which the speakers talk about the school things they have and tick the correct pictures.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

5. Look, complete and read.



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

Input: Four picture cues of a pen, a book, a ruler and a school bag, and four gapped sentences to complete

Procedure: **Step 1:** Have pupils look at the picture cues and identify the school things (a pen, a book, a ruler and a school bag).

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

Step 3: Have pupils look at the incomplete Sentence **1**. Ask them what is missing in the sentence (*pen*). Write the answer on the board. Have them complete the gap and read the completed sentence in chorus.

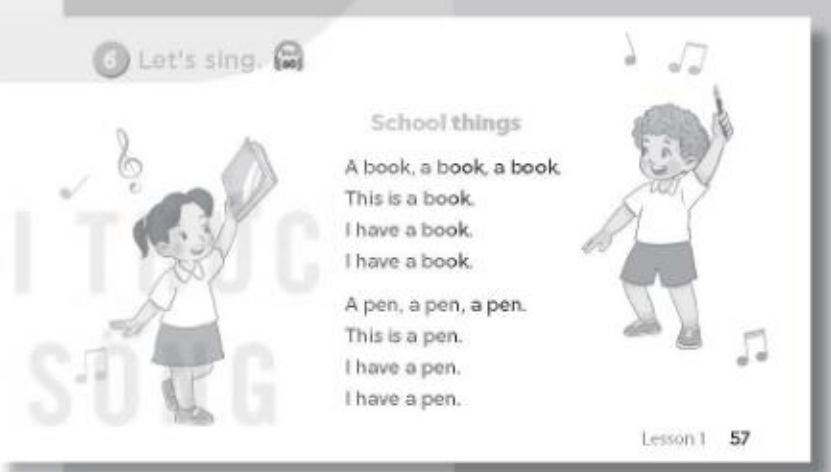
Step 4: Repeat the same procedure with Sentences **2**, **3** and **4**.

Step 5: Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.

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

Key: 1. pen **2.** a book **3.** have a ruler **4.** I have a school bag.

6. Let's sing.



Goal: To sing the song *School things* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *School things*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Tell them to pay attention to the pronunciation and melody.

Step 3: Play the recording line by line for pupils to listen and repeat. Tell pupils to point at the relevant character and his / her school thing while singing the relevant lyrics. Correct their pronunciation where necessary.

Step 4: Introduce actions for pupils to do while they are singing along with the recording. Play the recording all the way through for pupils to sing and do actions.

Step 5: Give pupils time to practise singing and doing actions in pairs or groups.

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

Outcome: Pupils can sing the song *School things* with the correct pronunciation and melody.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Have the class sing the song *School things*.
- Get pupils to open their books on page 58 and look at Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the questions and answers about having a school thing.

Input: – Context **a**: Mary: *Do you have a pen*? Minh: *Yes, I do.*

– Context **b**: Mary: *Do you have a ruler?* Minh: *No, I don't.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell pupils about this activity. Have pupils look at Pictures **a** and **b** and identify the names of the speakers in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the stress and intonation of the sentences.

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

Step 4: Put pupils into pairs to practise repeating the sentences in Pictures **a** and **b**. Go around the classroom to offer support where necessary.

Step 5: Draw pupils' attention to the questions *Do you have a pen /a ruler?* and the answers *Yes, I do. / No, I don't*. Tell pupils that they are used to ask and answer questions about having a school thing.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on the questions and answers about having a school thing.

2. Listen, point and say.



Goal: To correctly say the words and use *Do you have _____? – Yes, I do. / No, I don't.* to ask and answer questions about having a school thing.

Input: – Picture cues:

a. a pencil **b.** a pencil case

c. a notebook **d.** an eraser

– Speech bubbles: *Do you have _____? – Yes, I do. / No, I don't.*

Audio script:

a. a pencil / yes **b.** a pencil case / no **c.** a notebook / yes **d.** an eraser / no

A: Do you have a pencil?

B: Yes, I do.

A: Do you have a pencil case?

B: No, I don't.

Procedure:

Step 1: Draw pupils' attention to the pictures. Tell them about the activity.

Step 2: Point at Picture **a** and the words undeneath. Play the recording for pupils to listen to and repeat the words a few times. Draw pupils' attention to the gapped question. Explain the meaning. Elicit the missing phrase and write it on the board. Play the recording for pupils to listen to and repeat the completed question and answer a few times. Remind pupils to point at the relevant school thing in the picture when they are repeating.

Step 3: Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Give pupils time to take turns asking and answering the questions about the school things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.

Step 5: Invite a few pairs to come to the front of the class, take turn pointing at each school thing in the pictures to ask and answer the questions about having a school thing.

Note: Explain the use of *a / an* before a noun: **a b**ook, **a p**en, **a s**chool bag, **a r**uler, etc. but **an e**raser.

Outcome: Pupils can correctly say the words and use *Do you have _____? – Yes, I do. / No, I don't.* to ask and answer questions about having a school thing .

3. Let's talk.

Goal: To enhance the correct use of *Do you have _____? – Yes, I do. / No, I don't.* to ask and answer questions about having a school thing in a freer context.



Input: – Picture cue: Two pupils ask and answer the question about having a school thing (a book, a notebook, a school bag, an eraser, a pen, a pencil, a pencil case and a ruler).

– Speech bubbles: *Do you have _____? – Yes, / No, _____.*

Procedure:

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

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

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

Step 4: Invite some pairs to the front of the classroom to take turns holding up a school thing, asking and answering questions about having school things. Tell them to answer with *yes* first, then with *no*.

Outcome: Pupils can enhance the correct use of *Do you have _____? – Yes, I do. / No, I don't.* to ask and answer questions about having a school thing in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Have them play the game *Bingo* using the words *book, eraser, notebook, pen, pencil, pencil case, ruler* and *school bag.*
- Get pupils to open their books on page 59 and look at Activity 4. Tell them what they will learn in this lesson.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing and number the correct pictures.

Input: Picture cues:

a. a notebook **b.** an eraser

c. a pencil case **d.** a pencil

Audio script:

1. *A:* Do you have a pencil case?

B: Yes, I do.

2. *A:* Do you have a pen?

B: No, I don't. I have a pencil.

3. *A:* Do you have a book?

B: No, I don't. I have a notebook.

4. *A:* Do you have an eraser?

B: Yes, I do.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the words for the school thing in each picture. Play the recording twice so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity and check their answers.

Step 2: Get pupils to swap books with a partner, and check answers together as a class. Write the answers on the board for pupils to correct their answers.

Step 3: Play the recording all the way through for pupils to double-check all the answers.

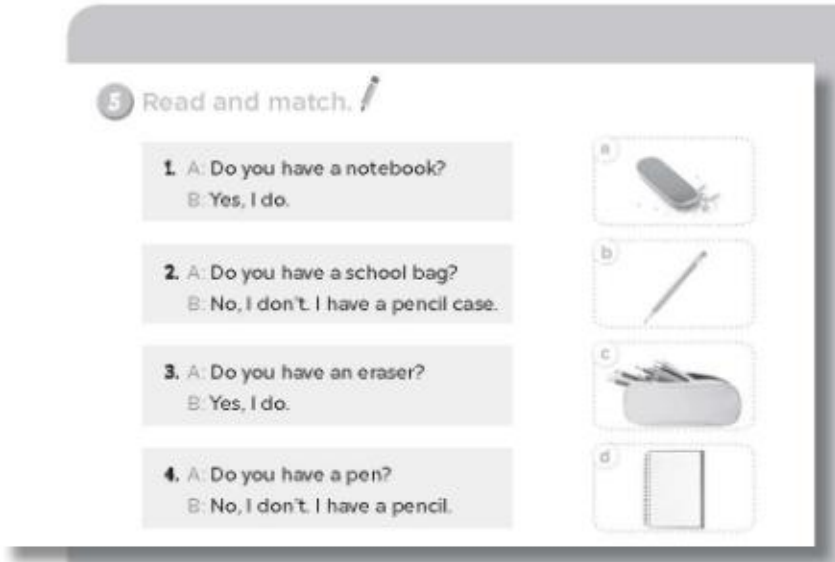
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation, where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which two pupils ask and answer questions about having a school thing and number the correct pictures.

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

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5. Read and match.



Goal: To read and match four simple exchanges with the correct pictures.

Input: Four simple exchanges and four picture cues

Procedure: **Step 1:** Draw pupils' attention to Exchange **1** and get them to read it in chorus. Ask them what A and B are talking about. Write the word *notebook* on the board. Tell pupils to identify the picture of a notebook (Picture **d**). Then match Exchange **1** with Picture **d**.

Step 2: Give pupils time to do the task with Exchanges **2**, **3** and **4**. Go around the classroom to offer support where necessary.

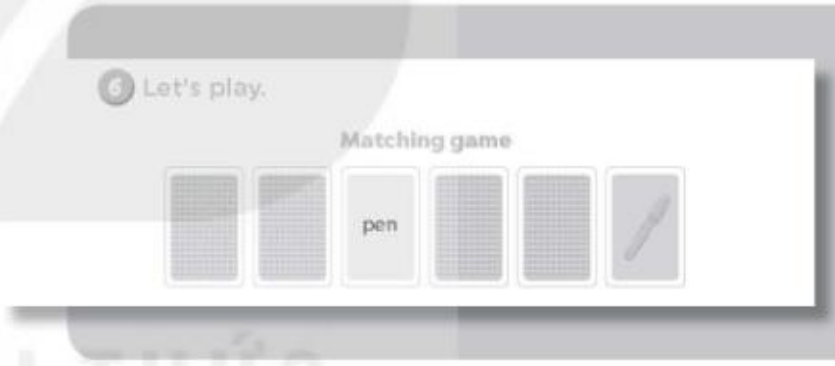
Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Extension: Invite pairs of pupils to stand up and read aloud the matched exchanges.

Outcome: Pupils can read and match four simple exchanges with the correct pictures.

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

6. Let's play.



Matching game

Goal: To review vocabulary words for school things and use them in the sentence patterns *Do you have _____?* and *Yes, I do. / No, I don't.* by playing the matching game or *Pelmanism*.

Input: A picture showing four face down cards plus a face up card (pen) matching with another face up card (picture of a pen)

Procedure: **Step 1:** Explain how to play the game: Players take turns flipping over two matching cards. A picture matches with the name of the object in the picture. For example, a picture of a pen matches with the word *pen*. If two cards match, they are left turned face up and the player scores one point. If they do not match, they are returned to their face down layout and the turn passes to the next player. Players that successfully match cards get to take another turn and try to match two more cards.

This continues until that player fails to match a pair. The player with the most points is the winner.

Step 2: Set a time limit for pupils to play the game in pairs. Go around the classroom to offer support where necessary.

Step 3: When time runs out, show the cards one by one and invite a few pairs to ask and answer questions using the sentence patterns *Do you have _____?* and *Yes, I do. / No, I don't.*

Outcome: Pupils can review the vocabulary words for school things and use them in the sentence patterns *Do you have _____?* and *Yes, I do. / No, I don't.* by playing a matching game.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by dividing the class into two.
- Show a few picture cards of school things, one by one. Let two halves of the class take turns asking and answering questions using the sentence patterns *Do you have _____?* and *Yes, I do. / No, I don't.*
- Get pupils to open their books on page 60 and look at Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letter cluster ***oo*** and letter ***a*** in isolation, in the words *book* and *eraser*, and in the sentences *I have a book.* and *Do you have an eraser?* with the correct pronunciation and intonation.

Input: – The letter cluster ***oo***, the word *book* and the sentence *I have a book.*

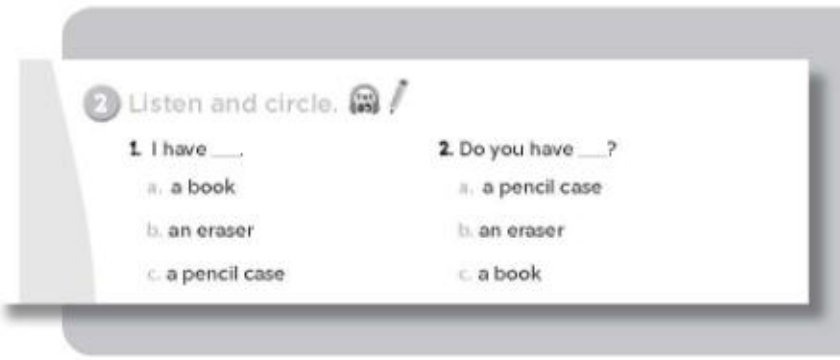
– The letter ***a***, the word *eraser* and the sentence *Do you have an eraser?*

Procedure: **Step 1:** Draw pupils' attention to the letter cluster ***oo***, the word *book* and the sentence *I have a book.* Play the recording for pupils to listen and repeat. Encourage them to point at the letters / word / sentence while listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary. Repeat the procedure with the letter ***a***.

Outcome: Pupils can correctly repeat the sounds of the letter cluster ***oo*** and letter ***a*** in isolation, in the words *book, eraser*, and in the sentences *I have a book.* and *Do you have an eraser?* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *book* and *eraser* while listening.

Input: Two sentences for completion and three options

Audio script:

1. I have an eraser. **2.** Do you have a book?

Procedure: **Step 1:** Draw pupils' attention to the sentences and the gap-fill options. Play the recording for Sentence **1**. Play the recording again for pupils to listen and circle the correct option. Play the recording a third time for them to check their answer. Repeat the same procedure with Sentence **2**.

Step 2: Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can identify the words *book* and *eraser* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the letter cluster ***oo*** and letter ***a*** in the words *book* and *eraser* in the chant.

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

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

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

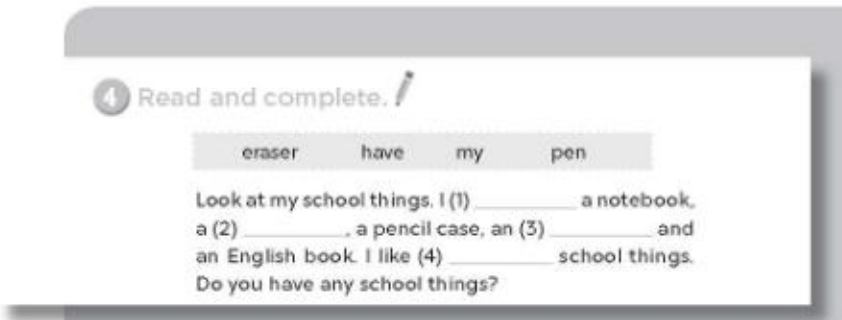
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by having the class say the chant on page 60.
- Get pupils to open their books on page 61 and look at Activity 4. Tell them what they will learn in this lesson.

4. Read and complete.



Goal: To read and complete a gapped paragraph with the words provided.

Input: – Words in the box: *eraser, have, my, pen*

– A gapped paragraph

Procedure: **Step 1:** Draw pupils' attention to the first gap. Elicit the missing word for the first gap (*have*). Then tell pupils to pay attention to the article *a / an* to select appropriate nouns in the box for the next two gaps. Get the class to read the completed sentence in chorus.

Step 2: Give pupils time to do the rest individually or in pairs. Go around the classroom to offer support where necessary.

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

Extension: Invite a few pupils to stand up and read the completed sentences aloud.

Outcome: Pupils can read and complete a gapped paragraph with the words provided.

Key: **1.** have **2.** pen **3.** eraser **4.** my

5. Let's write.



Goal: To read, understand and complete the writing frame with pupils' information.

Input: The writing frame with three blanks for pupils to complete with their personal information

Procedure: **Step 1:** Write the writing frame on the board. Tell pupils about this activity. Have pupils read the sentences in chorus. When you reach the first gap, point to it and tell pupils to complete it with their name. Then read the next line and tell them to complete each gap with the school things they have.

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

Step 3: Invite a few pupils to stand up and read their writing aloud.

Outcome: Pupils can read, understand and complete the writing frame with their information.

6. Project



Goal: To collect three school things at home, draw them in a picture and bring the picture to the classroom to present it to their classmates.

Input: A picture of three school things that pupils have drawn at home and the outline of the presentation language

Procedure: **Step 1:** Tell pupils about the activity. Check their pictures of school things. Choose and show a picture of three school things to the rest of the class, and stick it on the board. Model the presentation a few times. Check comprehension and give feedback. Have pupils repeat the sentences until they can say them by themselves.

Step 2: Invite a pupil to the front of the class to remodel the presentation. Watch and offer your support with the language.

Step 3: Put pupils into groups to rehearse their presentation. Go around the classroom to offer support where necessary.

Step 4: Invite a few pupils from different groups to show and talk about their school things in front of the class.

Extension: Create a class display of school things and vote for the best presentation.

Outcome: Pupils can collect three school things at home, draw them in a picture and bring the picture to the classroom to present it to their classmates.

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UNIT 9 – COLOURS

Objectives

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

- correctly pronounce the sounds of the letters ***bl*** and ***br*** in isolation, in the words *blue* and *brown*, and in the sentences *My school bag is blue.* and *The pencil cases are brown.*;
- use the words *blue, brown, red, yellow, orange, green, white* and *black* related to the topic "Colours";
- use *What colour is it? – It's* _____. and *What colour are they? – They're* _____. to ask and answer questions about colours of school things;
- listen to and demonstrate understanding of simple exchanges related to the topic "Colours";
- read and write about colours of school things;
- draw and colour four school things and introduce them to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Spend a few minutes revising Unit 8 by asking the class to do the project or sing the chant in Lesson 3.
- Ask pupils to prepare the project on page 67 at home by drawing four school things on a piece of paper or in their notebooks and colouring them.
- Have pupils open their books on page 62 and look at Unit 9, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the colour of an eraser.

Input: – Context **a**: Mary: *Do you have an eraser?* Minh: *Yes, I do.*

– Context **b**: Mary: *What colour is it?* Minh: *It's blue.*

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

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

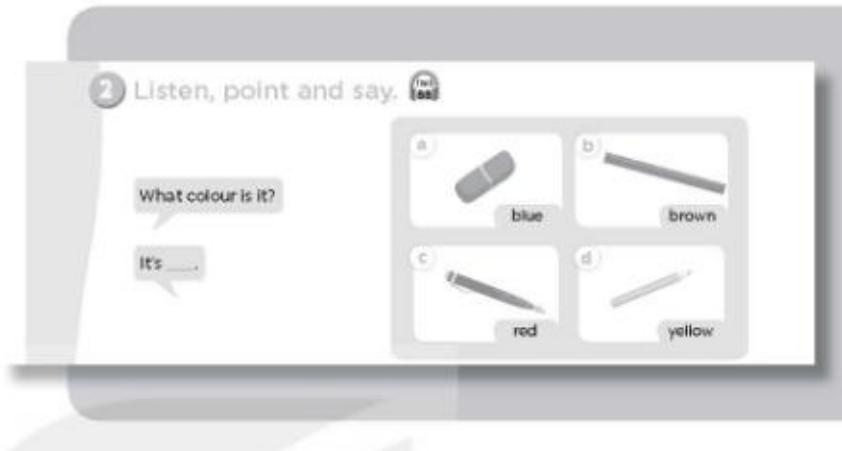
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the question *What colour is it?* and the answer *It's blue.* Tell pupils that they are a question and an answer about the colour of the eraser.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts about the colour of an eraser.

2. Listen, point and say.



Goal: To correctly say the words and use *What colour is it? – It's* _____. to ask and answer questions about the colour of a school thing.

Input: – Picture cues:

a. a blue eraser **b.** a brown ruler

c. a red pen **d.** a yellow pencil

– Speech bubbles: *What colour is it? – It's* _____.

Audio script:

a. blue **b.** brown **c.** red **d.** yellow

A: What colour is it?

B: It's blue.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the school things.

Step 2: Have pupils point at Picture **a** (eraser), listen to the recording and repeat the word (*blue*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *blue, brown, red* and *yellow* and have pupils say the words.

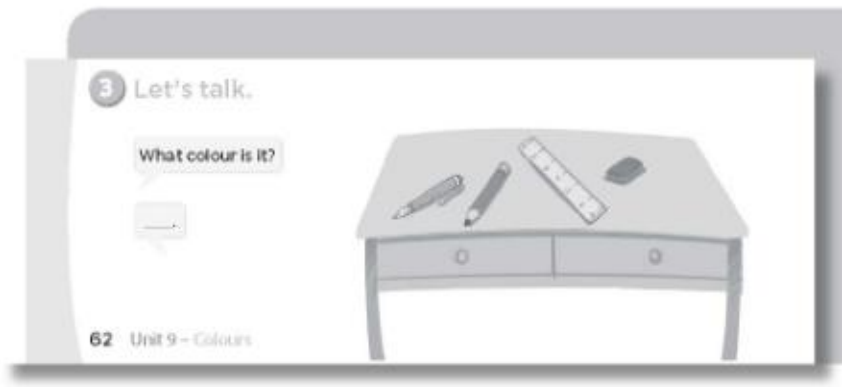
Step 3: Point at the bubble *What colour is it?* and have pupils listen and repeat after the recording. Point at Picture **a** and have pupils listen and repeat after the recording (*It's blue.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *What colour is it? – It's* _____.

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

Outcome: Pupils can correctly say the words and use *What colour is it? – It's* _____. to ask and answer questions about the colour of a school thing.

3. Let's talk.



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

Input: – Picture cue: a blue pen, a red pencil, a yellow ruler and a brown eraser on a desk
– Speech bubbles: *What colour is it?* – _____.

Procedure: **Step 1:** Have pupils look at the school things on the desk and say the names and their colours (as in *Input*).

Step 2: Model by getting pupils to listen to and repeat the question *What colour is it?* Then ask them to point at one thing on the desk (e.g. a blue pen) and answer *It's blue.*

Step 3: Give pupils time to practise in pairs. One pupil asks the question and the other gives the answer. Go around and offer help or correct pronunciation where necessary.

Step 4: Encourage pupils to point at the school things in the classroom and to practise asking and answering questions about their colours.

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

Preparation for the project: Tell pupils about the project on page 67. Ask them to prepare for it at home by drawing and colouring four school things on a piece of paper or in their notebooks and bring their work to the classroom at Project time to present it.

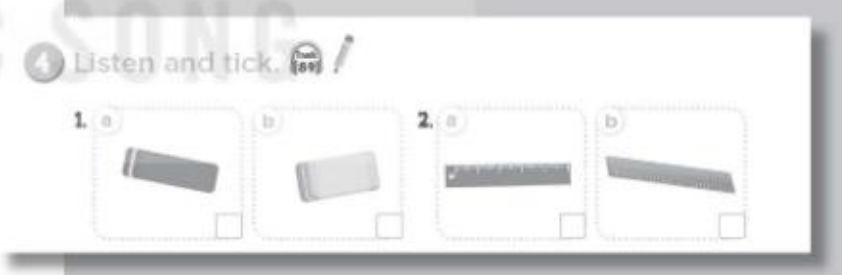
LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes inviting a few pairs of pupils to the front of the class to ask and answer questions about the colour of each school thing they have.
- Have pupils open their books on page 63 and look at Unit 9, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about the colours of school things and tick the correct pictures.



Input: Picture cues:

1a. a red eraser **1b.** a yellow eraser

2a. a brown ruler **2b.** a blue ruler

Audio script:

1. *A:* What colour is it?

B: My eraser? It's yellow.

2. *A:* Is that your ruler?

B: No, it isn't.

A: What colour is it?

B: It's brown.

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Procedure: **Step 1:** Have pupils look at Pictures **1a** and **1b**. Ask them some questions such as *What's this? What colour is it?* Draw pupils' attention to the similarity and the difference between the two pictures. Check comprehension.

Step 2: Play the recording of the first dialogue for pupils to listen and tick the correct box next to the picture. If they answer incorrectly, have them listen to the recording again and tick the correct answer.

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

Step 4: Get pupils to swap books with a partner, then check answers as a class.

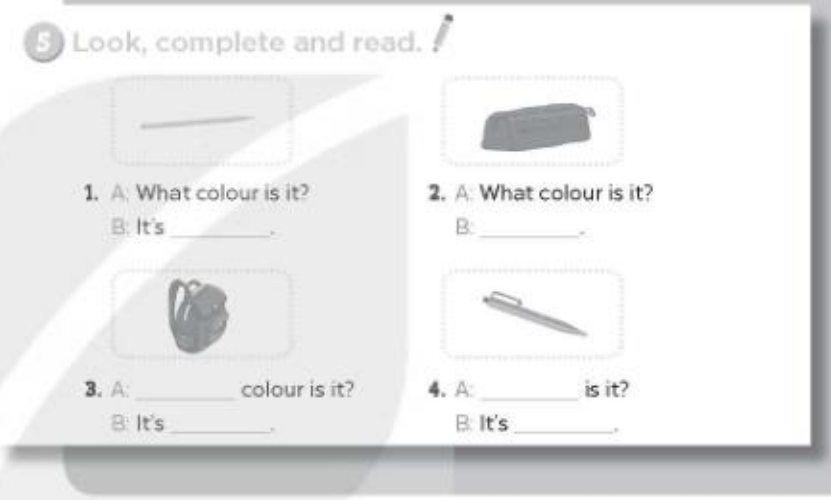
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct pronunciation if necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the colours of school things and tick the correct pictures.
Key: 1. b **2.** a

5. Look, complete and read.

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

Input: Four picture cues and four incomplete dialogues to complete



Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the things in the pictures and their colours.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (*It's yellow.*).

Step 4: Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 5: Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

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

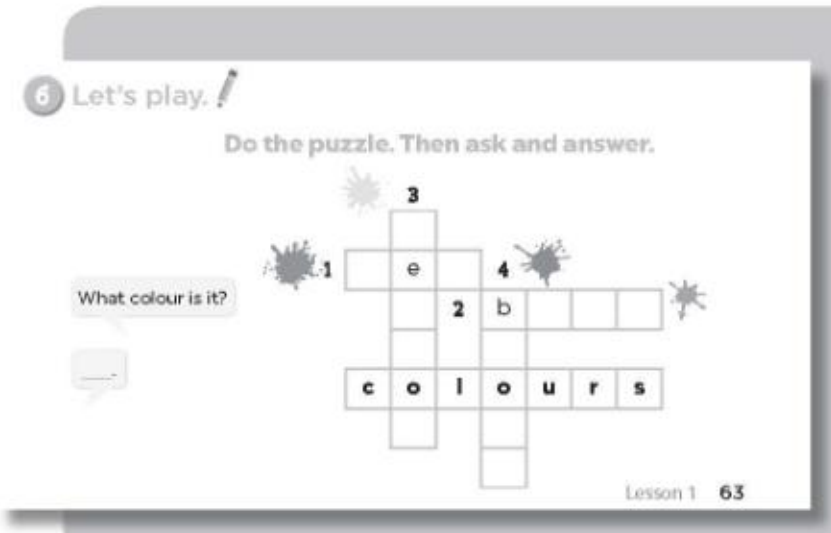
Key: 1. yellow **2.** It's red. **3.** What; brown **4.** What colour; blue

6. Let's play.

Do the puzzle. Then ask and answer.

Goal: To revise the target vocabulary items through the puzzle, then ask and answer questions about the colours of school things.

Input: – A puzzle with four answer spaces and four colour clues



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

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Then have them look at the word *colours* and the colour clues to find appropriate letters to complete the words.

Step 2: Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.

Step 3: Have pupils work in pairs. One points at the completed words or the colour clues and asks *What colour is it?* Their partner answers *It's* _____.

Outcome: Pupils can do the puzzle, and ask and answer questions about the colours of school things to remember the target language learnt in the lesson.

Key: 1. red **2.** blue **3.** yellow **4.** brown

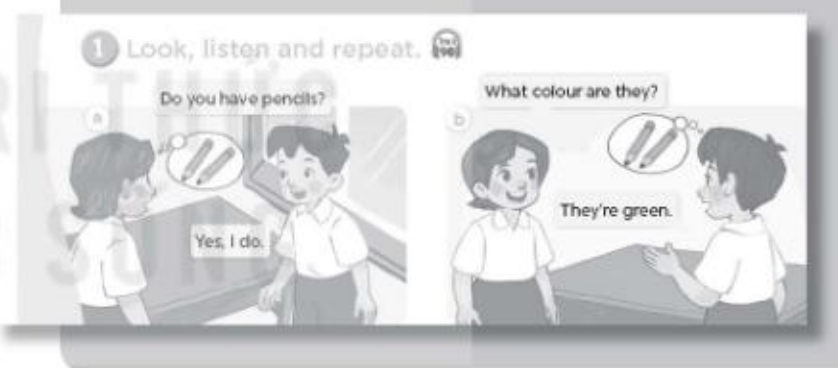
LESSON 2 (Period 3)

Warm-up

- Spend a few minutes revising Lesson 1 by asking the class to do the puzzle and ask and answer questions about colours.
- Invite a few pairs of pupils to point at the school things in the classroom and ask and answer questions about the colours of the school things.
- Have pupils open their books on page 64 and look at Unit 9, Lesson 2, Activity 1.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the colour of the pencils.



Input: – Context **a**: Lucy: *Do you have pencils?* Minh: *Yes, I do.*

– Context **b**: Lucy: *What colour are they?* Minh: *They're green.*

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

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

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

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

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts about the colour of the pencils.

2. Listen, point and say.



Goal: To correctly say the words and use *What colour are they? – They're _____.* to ask and answer questions about the colours of school things.

Input: – Picture cues:

a. three orange books

b. three green notebooks

c. three white erasers

d. two black school bags

– Speech bubbles: *What colour are they? – They're _____.*

Audio script:

a. orange **b.** green **c.** white **d.** black

A: What colour are they?

B: They're orange.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the school things.

Step 2: Have pupils point at Picture **a** (orange books), listen to the recording and repeat the word (*orange*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *orange, green, white* and *black* and have pupils say the words.

Step 3: Point at the speech bubble *What colour are they?* and have pupils listen and repeat after the recording. Point at Picture **a** and have pupils listen and repeat after the recording (*They're orange.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *What colour are they? – They're _____.*

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

Outcome: Pupils can correctly say the words and use *What colour are they? – They're _____.* to ask and answer questions about the colours of school things.

3. Let's talk.



Goal: To enhance the correct use of *What colour are they? – They're _____.* to ask and answer questions about the colours of school things in a freer context.

Input: – Picture cue: two black school bags, two orange notebooks, two green books and three white erasers on a desk

– Speech bubbles: *What colour are they? – _____.*

Procedure: **Step 1:** Have pupils look at the school things on the desk and say their names, and then their colours.

Step 2: Have pupils look at the first speech bubble and read *What colour are they?* Then have them point at the school bags and complete the gapped answer in the second bubble (e.g. *They're black.*). After that, let them say the question and the answer.

Step 3: Give pupils time to practise asking and answering the question *What colour are they? – _____.* in pairs. Circulate round the classroom and offer help or correct the pronunciation where necessary.

Step 4: Invite a few pairs to practise asking and answering questions about the colours of school things on the desk in front of the class.

Extension: If time allows, let pupils point at the school things around them, ask and answer questions about their colours.

Outcome: Pupils can enhance the correct use of *What colour are they? – They're _____.* to ask and answer questions about the colours of school things in a freer context.

LESSON 2 (Period 4)

Warm-up

- Spend a few minutes revising the previous lesson by having pupils work in pairs. One pupil points at school things (singular or plural) and asks *What colour is it?* or *What colour are they?* and the other answers.
- Have pupils open their books on page 65 and look at Unit 9, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which the characters ask and answer questions about the colours of school things and number the correct pictures.

Input: Picture cues: **a.** a black school bag **b.** an orange school bag
c. two white books **d.** two green books

Audio script:

1. *A:* What colour is it?
B: It's orange.

2. *A:* What colour are they?
B: They're green.

3. *A:* What colour are they?
B: They're white.

4. *A:* What colour is it?
B: It's black.

Procedure: **Step 1:** Have pupils look at the pictures and ask them some questions such as *What is this? What colour is it? What are these? What colour are they?*

Step 2: Play the recording all the way through so that pupils can become familiar with the characters' voices. Then play the recording for them to listen and number the pictures.

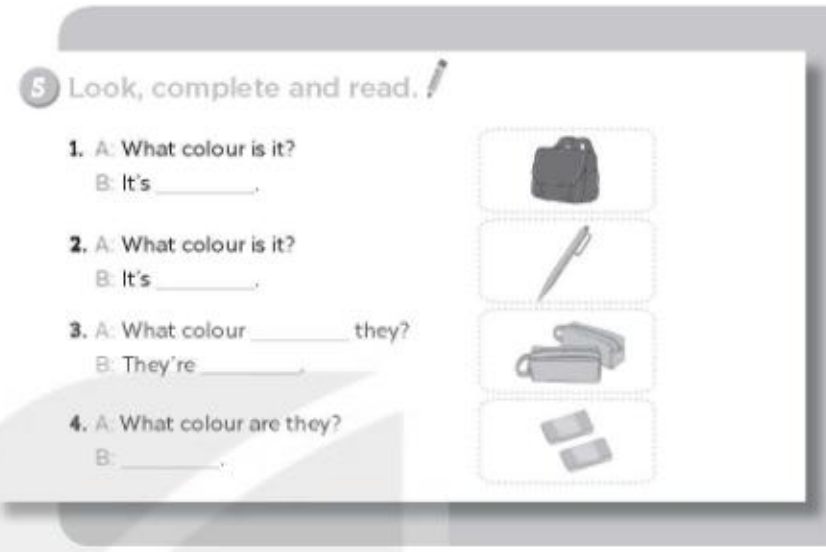
Step 3: Get pupils to swap books with a partner, then check answers as a class.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct pronunciation if necessary. You may also ask a few pairs of pupils to point at the pictures and ask and answer questions about the colours of school things.

Outcome: Pupils can listen to and understand four communicative contexts in which the characters ask and answer questions about the colours of school things and number the correct pictures.

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

5. Look, complete and read.



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

Input: Four picture cues and four incomplete dialogues to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the things in the pictures and their colours.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (*It's black.*).

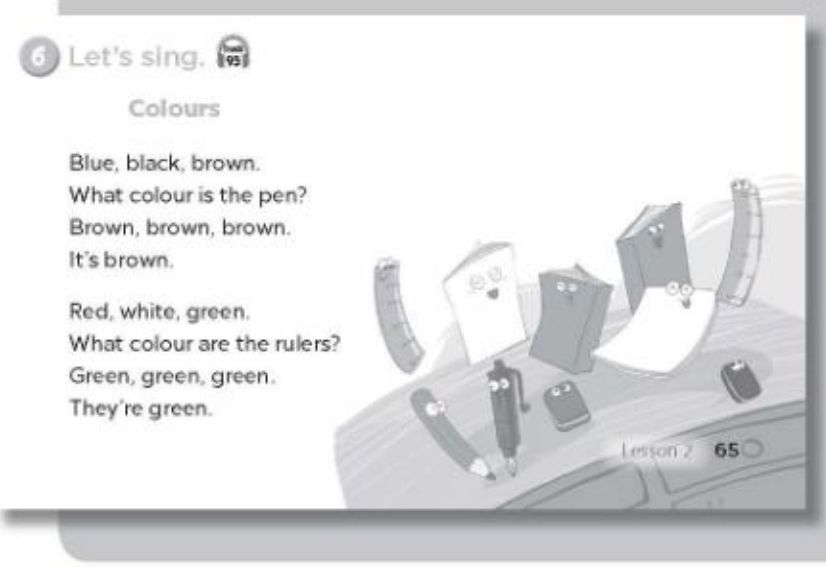
Step 4: Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 5: Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

Outcome: Pupils can complete the four incomplete dialogues with the help of picture cues.

Key: 1. black **2.** blue **3.** are; orange **4.** They're green.

6. Let's sing.



Goal: To sing the song *Colours* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Colours*

Procedure: **Step 1:** Have pupils read the lyrics of the song. Encourage pupils to answer questions such as *What is the song about? What colour is the pen?* and *What colour are the rulers?* Check comprehension.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody of the song.

Step 3: Let pupils listen to the recording and practise singing the song, line by line, and clapping their hands. Then ask them to sing the whole song and clap their hands.

Step 4: Invite a few groups of pupils to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.

Outcome: Pupils can sing the song *Colours* with the correct pronunciation and melody.

LESSON 3 (Period 5)

Warm-up

- Invite some pupils to the front of the class to sing the song *Colours*. The class sings along and claps hands.
- Ask pupils to prepare the project on page 67 at home by drawing four school things on a piece of paper or in their notebooks and colour them.
- Have pupils open their books on page 66 and look at Unit 9, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***bl*** and ***br*** in isolation, in the words *blue* and *brown*, and in the sentences *My school bag is blue.* and *The pencil cases are brown.* with the correct pronunciation and intonation.

Input: – The letters ***bl***, the word *blue* and the sentence *My school bag is blue*.

– The letters ***br***, the word *brown* and the sentence *The pencil cases are brown.*

Procedure: **Step 1:** Draw pupils' attention to the letters ***bl***, the word *blue* and the sentence *My school bag is blue*. Play the recording for them to listen and repeat in chorus and individually. Correct the pronunciation if necessary.

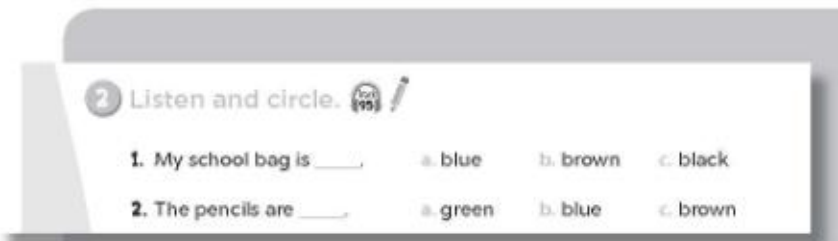
Step 2: Repeat **Step 1** for the letters ***br***. Go around the classroom and correct the pronunciation if necessary.

Step 3: Let pupils work in pairs or groups, pronouncing the sounds, saying the words, and reading the sentences until they feel confident.

Step 4: Ask a few pupils to say the letters / words / sentences in front of the class. The class listens and makes comments.

Outcome: Pupils can correctly repeat the sounds of the letters ***bl*** and ***br*** in isolation, in the words *blue* and *brown*, and in the sentences *My school bag is blue.* and *The pencil cases are brown.*

2. Listen and circle.



Goal: To identify the target words *blue* and *brown* in sentences while listening.

Input: Two incomplete sentences, each with three options

Audio script:

1. My school bag is brown.

2. The pencils are blue.

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

Step 2: Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap. Then play the recording once or twice for pupils to listen and circle the correct options.

Step 3: Get pupils to swap books with a partner, then check answers as a class.

Step 4: Invite a few pupils to read the completed sentences aloud in front of the class.

Outcome: Pupils can identify the words *blue* and *brown* in sentences while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters ***bl*** and ***br*** in the words *blue* and *brown* in the second and fourth lines. Check comprehension.

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

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw their attention to the sounds of the letters ***bl*** and ***br*** in the words *blue* and *brown*. Go around the classroom and offer help if necessary.

Step 4: When pupils become familiar with the rhythm and pronunciation, play the recording of the whole chant for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.

Step 5: Invite a few groups to the front of the class to chant. The rest of the class may clap along.

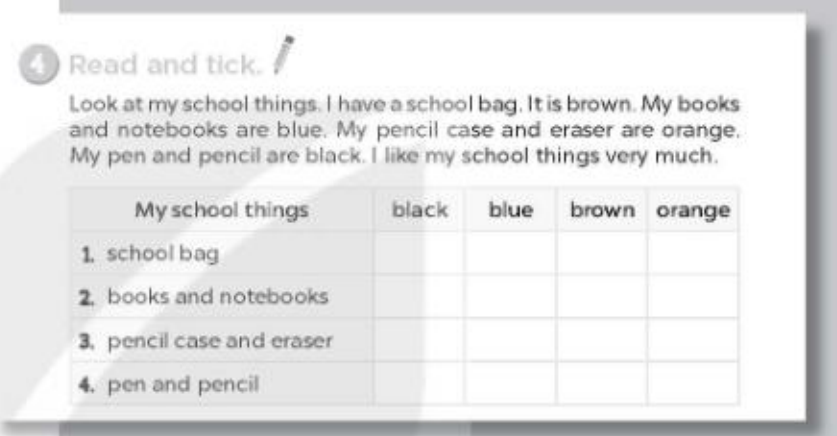
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and ask pupils about the colours of the school things in the classroom.
- Invite one or two groups of pupils to the front of the class to sing the chant on page 66. The rest of the class may sing along and clap hands.
- Have pupils open their books on page 67 and look at Unit 9, Lesson 3, Activity 4.

4. Read and tick.


4 Read and tick.

Look at my school things. I have a school bag. It is brown. My books and notebooks are blue. My pencil case and eraser are orange. My pen and pencil are black. I like my school things very much.

My school things	black	blue	brown	orange
1. school bag				
2. books and notebooks				
3. pencil case and eraser				
4. pen and pencil				

Goal: To read and understand a short text and tick the colours of some school things.

Input: – A short text about some school things and their colours

– A table summarising some school things and their colours

Procedure: **Step 1:** Tell the class the goal of this activity. Explain how to complete the task: read the text and tick the correct colours of the school things in the table. Check comprehension.

Step 2: Ask pupils to read the list of the school things in the first column of the table. Then have them look at the colours on the right side of the table. After that, have them read the text and find the information to tick the correct colours.

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

Step 4: Get pupils to swap books with a partner and check answers. Correct the answers if necessary.

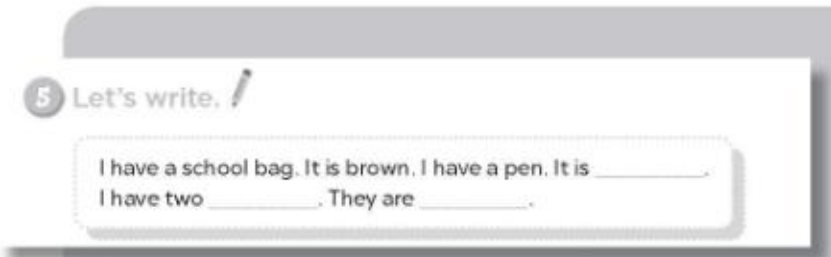
Extension: You may ask one or two pupils to read the text aloud and check pronunciation if necessary.

Outcome: Pupils can read and understand a short text and tick the correct colours of the school things.

Key:

My school things	black	blue	brown	orange
1. school bag			✓	
2. books and notebooks		✓		
3. pencil case and eraser				✓
4. pen and pencil	✓			

5. Let's write.



Goal: To use the target language in real context by completing a gapped text about the colours of school things

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of this activity: Pupils read the gapped text and fill in the gaps with their school things and their colours. Check comprehension.

Step 2: Have pupils complete the first gap together as an example. Ask them to look at the gap. Ask them what is missing. Then let them identify the colour of their pen. After that, let them write down the suitable word in the gap (e.g. *brown*).

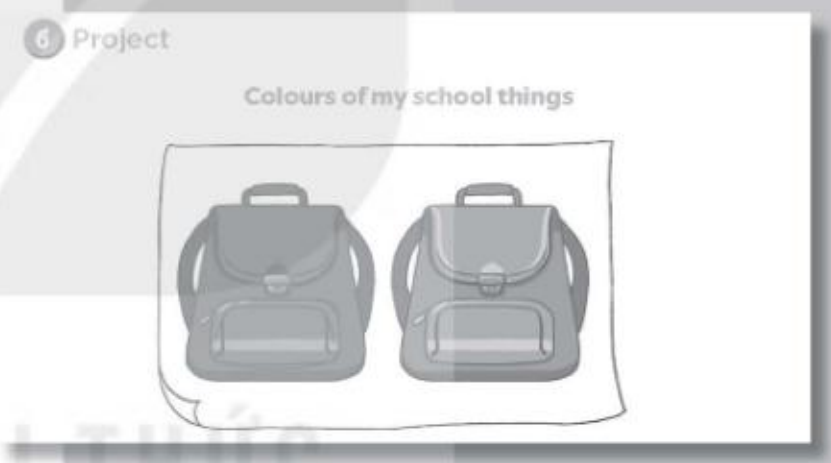
Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

Step 4: In pairs or groups, get pupils to swap their completed texts before checking as a class.

Extension: For a more able class, let a few pupils read their completed text aloud in front of the class. The class gives comments.

Outcome: Pupils can complete the text about the colours of their school things.

6. Project



Goal: To use the target language items they have learnt in a real context by telling the class about the colours of their school things.

Input: A piece of paper or the notebook with the four school things that pupils have drawn and coloured as homework

Procedure: **Step 1:** Tell pupils about the goal of the activity. Explain that they are going to show four school things that they have drawn and coloured at home as homework and tell the class about the colours.

Step 2: Have pupils work in groups. Each member shows the piece of paper or notebook in which four school things are drawn and coloured and introduces them, e.g. *This is a school bag. It's brown. These are the pens. They're green.* Go around and praise pupils when they perform well.

Step 3: Invite one or two pupils to show their pictures of school things and say what colour they are to the class.

Outcome: Pupils can use the target language in a real context by saying the colours of their school things.

KẾT NỐI TRI THỨC

UNIT 10 – BREAK TIME ACTIVITIES

Objectives

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

- correctly pronounce the sounds of the letters ***f*** and ***v*** in isolation, in the words *football* and *volleyball* and in the sentences *I play football at break time.* and *I play volleyball at break time*;
- use the words *chess, volleyball, basketball, badminton, word puzzles, chat, football, table tennis, break time, play, do, at* and *with* in relation to the topic "Break time activities";
- use *I* _____ *at break time.* to identify school break time activities;
- use *What do you do at break time? – I* _____. to ask and answer questions about school break time activities;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Break time activities";
- read and write about school break time activities;
- interview friends about break time activities and talk about them to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Spend a few minutes revising Unit 9 by asking the class to do the project in Lesson 3 or to sing the song *Colours* on page 65 and clap.
- Ask pupils to open their books on page 68 and look at Unit 10, Lesson 1, Activity 1.
- Get pupils to look at the title of the unit and check comprehension. Have them repeat it once or twice. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts about school break time activities.

Input: – Context **a**: Ben: *It's break time. Let's play chess.* Lucy: *OK!*

– Context **b**: Lucy: *I play volleyball at break time. What about you, Minh?* Minh: *I play basketball.*

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

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

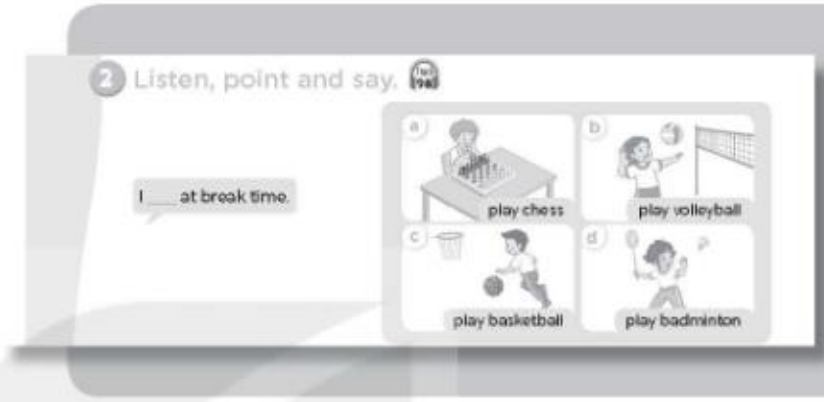
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the sentence pattern *I _____ at break time*, e.g. *I play volleyball at break time.* Tell them that the pattern is used to identify school break time activities.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts about school break time activities.

2. Listen, point and say.



Goal: To correctly say the phrases and use *I _____ at break time.* to identify school break time activities.

Input: – Picture cues:

a. a boy playing chess

b. a girl playing volleyball

c. a boy playing basketball

d. a girl playing badminton

– Speech bubble: *I _____ at break time.*

Audio script:

a. play chess **b.** play volleyball **c.** play basketball **d.** play badminton

I play chess at break time.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** to **d**. Elicit the name of each break time activity. Check comprehension. Ask pupils to listen to the recording and repeat the names of the break time activities several times until they feel confident.

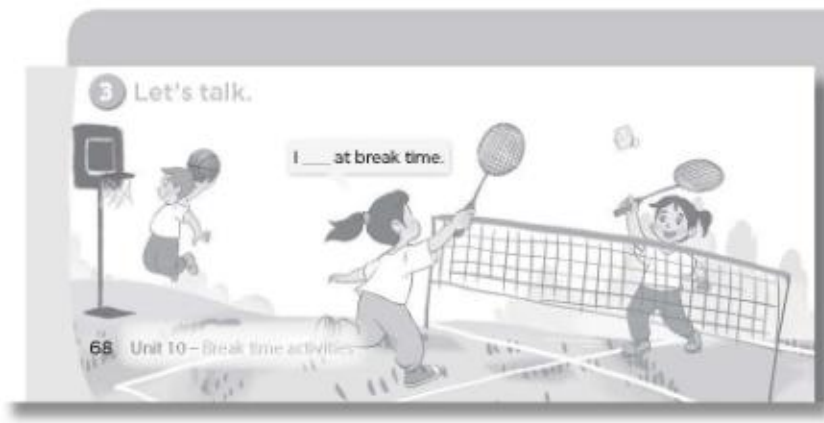
Step 2: Draw pupils' attention to the speech bubble. Remind them that *I _____ at break time.* is used to identify break time activities. Point at Picture **a** and have pupils listen and repeat after the recording (*I play chess at break time.*) several times. Repeat the same procedure with the other three pictures.

Step 3: Put pupils into pairs. Tell them to point at the pictures and talk about break time activities using the sentence pattern *I _____ at break time*.

Step 4: Invite a few pairs to come to the front of the class and talk about break time activities. If they perform well, praise them.

Outcome: Pupils can correctly say the phrases and use *I _____ at break time.* to identify school break time activities.

3. Let's talk.



Goal: To enhance the correct use of *I _____ at break time.* to identify school break time activities in a freer context.

Input: – Picture cue: pupils doing different activities at break time

– Speech bubble: *I* _____ *at break time.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*). Have pupils look at the bubble to understand how the sentence pattern is used.

Step 2: Have pupils practise in pairs. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.

Step 3: Invite some pupils to practise talking about school break time activities in front of the class. Praise them if they perform well.

Extension: For a more able class, have pupils talk about what they do at break time using the structure learnt.

Outcome: Pupils can enhance the correct use of *I* _____ *at break time.* to identify school break time activities.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to talk about their break time activities in front of the class. Have the class give comments.
- Get pupils to open their books on page 69 and look at Unit 10, Lesson 1, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils talk about what they do at break time and tick the correct pictures.

Input: Picture cues: **1a.** Linh is playing chess. **1b.** Linh is playing volleyball.

2a. Ben is playing basketball. **2b.** Ben is playing badminton.

Audio script:

1. *Linh:* Hi. I'm Linh. I play volleyball at break time.

2. *Ben:* Hello. I'm Ben. I play basketball at break time.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the action of the character in each picture.

Step 2: Ask pupils to listen carefully and play the recording for Question **1**. Ask pupils to listen and tick the correct box next to the picture. Play the recording a third time to give pupils another listening opportunity.

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

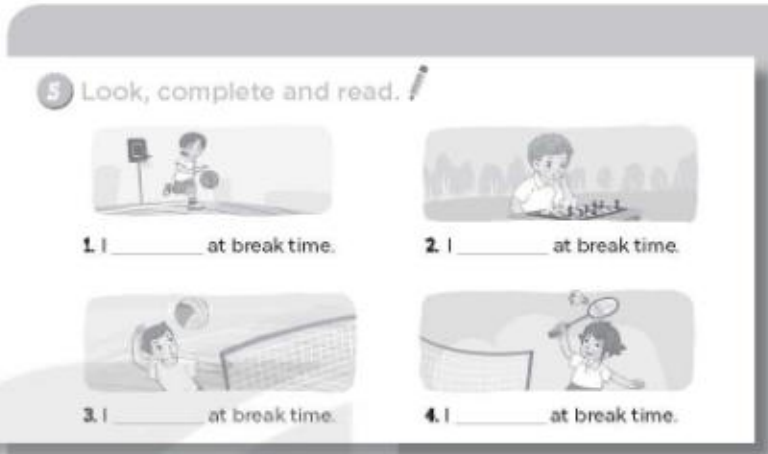
Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils talk about break time activities and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete four target sentence patterns with the help of picture cues.

Input: Four pictures with four target sentence patterns to complete

Procedure: **Step 1:** Draw pupils' attention to the first picture. Ask them to identify the activity of the character.

Step 2: Write on the board: **1.** *I* _____ *at break time.* Draw pupils' attention to the gap and say what they have to do. Go around and offer help. If necessary, ask a pupil to write *play basketball* on the board before having them complete the answer.

Step 3: Give pupils time to complete Sentences **2, 3** and **4** individually. Write the sentences on the board and check answers as a class.

Step 4: Invite a few pupils to read the completed sentences aloud. Correct their pronunciation where necessary.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: **1.** play basketball **2.** play chess **3.** play volleyball **4.** play badminton

6. Let's sing.



Goal: To sing the song *It's break time.* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *It's break time.*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback. Encourage pupils to answer questions such as *What is the song about?* or identify the school activities.

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

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

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

Step 5: Introduce actions for pupils to do while they sing along to the recording.

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

Outcome: Pupils can sing the song *It's break time.* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by asking a few pairs of pupils to act out the dialogue in Activity 1. If time allows, have pupils play *Bingo* using the vocabulary learnt.
- Ask pupils to open their books on page 70 and look at Unit 10, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about school break time activities.

Input: – Context **a**: Mai: *What do you do at break time?* Bill: *I play football.*

– Context **b**: Bill: *What do you do at break time?* Mai: *I play badminton.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What do you do at break time?* and the answer *I play football / play badminton*. Tell them that these sentences are used to ask and answer questions about break time activities.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about school break time activities.

2. Listen, point and say.



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

Input: – Picture cues:

a. a boy doing word puzzles

b. a girl chatting with her friends

c. a boy playing football

d. a girl playing table tennis

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

Audio script:

a. do word puzzles

b. chat with my friends

c. play football

d. play table tennis

A: What do you do at break time?

B: I do word puzzles.

Procedure: **Step 1:** Draw pupils' attention to Picture **a**. Elicit the action of the character (a boy doing word puzzles). Then ask pupils to look at the label *do word puzzles*. Explain the meaning of the phrase. Check comprehension. Ask pupils to listen to the recording and repeat the phrase *do word puzzles* several times until they feel confident.

Step 2: Repeat **Step 1** for Pictures **b, c** and **d**.

Step 3: Draw pupils' attention to the speech bubbles. Tell them that *What do you do at break time? – I _____.* are used to ask and answer questions about break time activities. Ask pupils to look at the bubbles and Picture **a**. Play the recording for them to listen to and repeat the sentences several times.

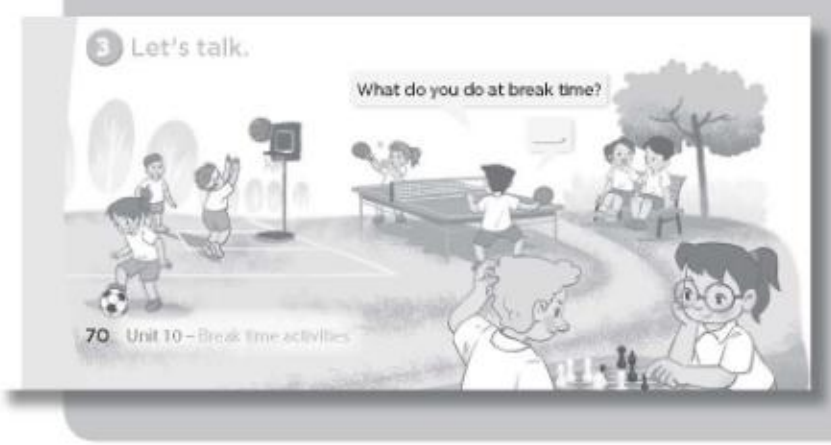
Step 4: Put pupils into pairs. Tell them to point at each picture, ask and answer questions about break time activities. Go around the classroom to offer support.

Step 5: Invite a few pairs to come to the front of the class, ask and answer questions about break time activities, using the speech bubbles and picture cues. If they perform well, praise them.

Outcome: Pupils can correctly say the phrases and use *What do you do at break time? – I _____.* to ask and answer questions about school break time activities.

3. Let's talk.

Goal: To enhance the correct use of *What do you do at break time? – I _____.* to ask and answer questions about school break time activities in a freer context.



Input: – Picture cue: pupils playing different games and sports at break time

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

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*). Draw pupils' attention to the two bubbles used to ask and answer questions about break time activities. Have them identify what is missing in the answer. Check comprehension.

Step 2: Put pupils into groups of four. Encourage them to ask and answer questions about break time activities using the speech bubbles and picture cue. Go around the classroom to offer support.

Step 3: Invite some groups to come to the front of the class to perform their dialogues. Praise them if they perform well.

Outcome: Pupils can enhance the correct use of *What do you do at break time? – I _____.* to ask and answer questions about school break time activities.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking a few pairs of pupils to come to the front of the class to ask and answer questions about school break time activities, using *What do you do at break time? – I _____.*
- Ask pupils to open their books on page 71 and look at Unit 10, Lesson 2, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities and number the correct pictures.

Input: Picture cues: **a.** a girl playing table tennis **b.** a boy playing football

c. a girl doing word puzzles **d.** a boy chatting with his friends

Audio script:

1. *A:* What do you do at break time?

B: I play football.

2. *A:* What do you do at break time?

B: I play table tennis.

3. *A:* What do you do at break time?

B: I chat with my friends.

4. *A:* What do you do at break time?

B: I do word puzzles.

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

Step 2: Ask pupils to listen carefully and play the recording.

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

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

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

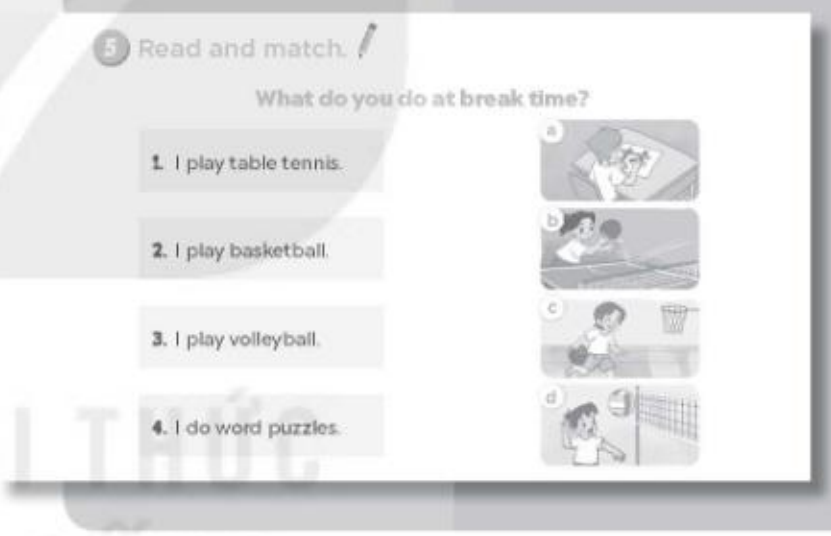
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about school break time activities and number the correct pictures.

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

5. Read and match.

Goal: To read and match four target sentence patterns with four pictures.

Input: Four target sentences with four pictures to match



Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the characters' actions. Check comprehension.

Step 2: Draw pupils' attention to the first sentence *I play table tennis.* Ask pupils to read the sentence and find the correct picture on the right to match. When pupils answer correctly (Picture **b**), tell them to draw a line to match the sentence and the picture.

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

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.

Extension: Invite some pupils to stand up and read the sentences aloud.

Outcome: Pupils can read and correctly match the sentences with the pictures.

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

6. Let's play.



Miming game

Goal: To practise using the target language by playing *Miming game.*

Input: A picture showing pupils how to play the game: Some pupils are standing in a circle. A girl is standing in the centre of the circle and miming the action of kicking a ball. The phrase *play football* appears above a boy's head in a speech bubble.

Procedure: **Step 1:** Elicit the language that pupils need to talk about break time activities (*play football, play chess, play volleyball, do word puzzles, chat with friends, play table tennis*, etc.). When pupils answer correctly, write the language on the board.

Step 2: Explain how the game is played: One pupil mimes the action of doing an activity. Other pupils look at him / her, guess the action and say what it is, e.g. *play football.* Check comprehension and give feedback.

Step 3: Model the game with two pupils. Do the action of playing chess. Ask the pupils to look at the action, guess what action it is and say *play chess.* Praise them if they answer correctly.

Step 4: When pupils feel confident and are familiar with the game, divide the class into four groups. In each group, choose a pupil to do the actions while the rest guesses the words. Pupils get one point for each correct answer.

Step 5: Set a time limit for pupils to play the game. The group with the most points wins.

Outcome: Pupils can practise using the target language by playing *Miming game.*

LESSON 3 (Period 5)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play *Miming game* using the language learnt.
- Ask pupils to prepare the project on Page 73 by interviewing friends about their break time activities and completing the table in the project.
- Get pupils to open their books on page 72 and look at Unit 10, Lesson 3, Activity 1.

1. Listen and repeat.

Goal: To correctly repeat the sounds of the letters ***f*** and ***v*** in isolation, in the words *football* and *volleyball,* and in the sentences *I play football at break time.* and *I play volleyball at break time.* with the correct pronunciation and intonation.



Input: – The letter ***f***, the word *football* and the sentence *I play football at break time.*

– The letter ***v***, the word *volleyball* and the sentence *I play volleyball at break time*.

Procedure: **Step 1:** Draw pupils' attention to the letter ***f***, the word *football* and the sentence *I play football at break time*. Play the recording and encourage them to point at the letter / word / sentence while they listen.

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

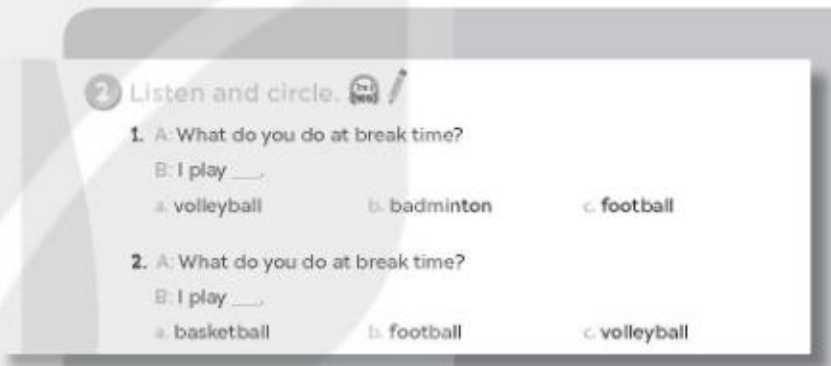
Step 3: Repeat **Steps 1** and **2** for the letter ***v***.

Step 4: Let pupils work in pairs or groups to pronounce the sounds of the letters ***f*** and ***v***, say the words *football* and *volleyball*, and read the sentences *I play football at break time.* and *I play volleyball at break time.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

Outcome: Pupils can correctly repeat the sounds of the letters ***f*** and ***v*** in isolation, in the words *football* and *volleyball,* and in the sentences *I play football at break time.* and *I play volleyball at break time*. with the correct pronunciation and intonation.

2. Listen and circle.

Goal: To identify the target words *football* and *volleyball* while listening.


2 Listen and circle.

1. A: What do you do at break time?
   B: I play ___.
   a. volleyball b. badminton c. football

2. A: What do you do at break time?
   B: I play ___.
   a. basketball b. football c. volleyball

Input: Two gapped exchanges with answer options.

Audio script:

1. *A:* What do you do at break time?

B: I play volleyball.

2. *A:* What do you do at break time?

B: I play football.

Procedure: **Step 1:** Draw pupils' attention to the exchanges and the answer options. Explain what pupils have to do. Check comprehension.

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

Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again so that pupils can check their answers again.

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

Outcome: Pupils can identify the words *football* and *volleyball* while listening.

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

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3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the letters ***f*** and ***v*** in the words *football* and *volleyball* in the chant.

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

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

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 72. Divide the class into groups and get them to do actions when they chant.
- Have pupils open their books on page 73 and look at Unit 10, Lesson 3, Activity 4.

4. Read and tick.



Goal: To read the exchange and tick the correct boxes in the table about Mary's, Lucy's, Bill's and Minh's break time activities.

Input: An exchange and a table about Mary's, Lucy's, Bill's and Minh's break time activities for pupils to tick

Procedure:

Step 1: Draw pupils' attention to the question *What do you do at break time?*, the four answers and read them as a class.

Step 2: Draw pupils' attention to the table about Mary's, Lucy's, Bill's and Minh's break time activities. Have them look at the column headed *Mary* and the tick in the row for *chess*. Check comprehension.

Step 3: Ask pupils to read Lucy's, Bill's and Minh's answers, then tick the correct boxes for them.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again.

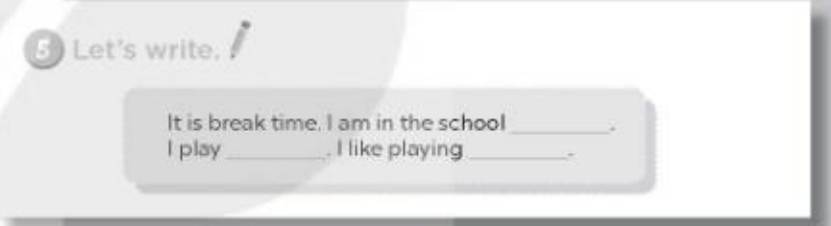
Outcome: Pupils can read the exchange and tick the correct boxes in the table.

Key:

Break time activities	Mary	Lucy	Bill	Minh
1. football				✓
2. chess	✓			
3. word puzzles		✓		
4. volleyball			✓	

5. Let's write.

Goal: To use the target language in a real context by completing a gapped text about their school break time activities



Input: A short gapped text

Procedure:

Step 1: Write the first gapped sentence on the board: *I am in the school* _____. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say what is missing (*playground*). Give pupils time to write the answer.

Step 2: Repeat **Step 1** for the other sentences. Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

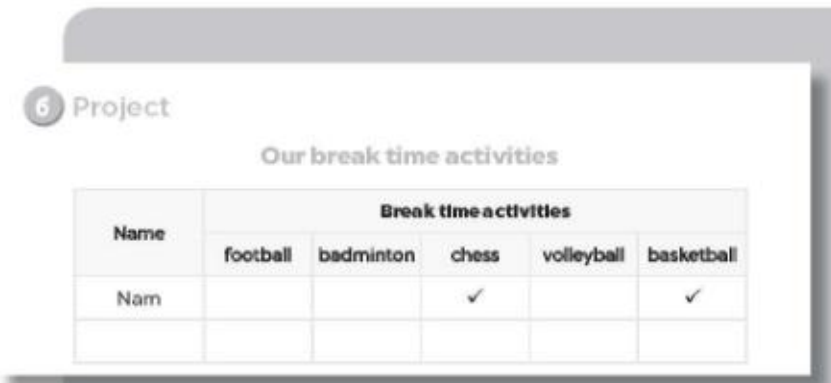
Step 3: If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.

Outcome: Pupils can complete the text about their school break time activities.

6. Project

Goal: To revise the target language by asking and answering questions about school break time activities and talking about them to the class.

Input: A table showing columns of break time activities and the names of pupils



Procedure:

Step 1: Draw the table on the board. Ask pupils to look at it as an example. Elicit the language needed to do the task: *What do you do at break time? – I* _____. Write it on the board. Ask pupils to repeat it several times.

Step 2: Choose a pupil and model the activity with him / her, asking: *What do you do at break time?* The pupil answers, e.g. *I play football.* Put a tick in the column *football* in the table. Check pupils' comprehension.

Step 3: Ask pupils to work in groups of six. Remind pupils to be friendly and supportive when they work together. Give them time to do the task. Go around the classroom and offer help if necessary.

Step 4: Invite some pupils to report on their work using the language learnt. Have pupils stick their notes on the walls of the classroom as a display.

Step 5: If there is not enough time, ask pupils to do the project as homework and check it by giving pupils time to share their work in the next lesson.

Outcome: Pupils can find out their friends' break time activities and talk about them to the class using the language learnt.

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REVIEW 2

Objectives

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

- correctly use the following sentence patterns:
  - *Is this our _____? – Yes, it is. / No, it isn't.*
  - *Let's go to the _____. – OK, let's go.*
  - *_____, please.*
  - *May I _____? – Yes, you can. / No, you can't.*
  - *I have _____.*
  - *Do you have _____? – Yes, I do. / No, I don't.*
  - *What colour is it? – It's _____.*
  - *What colour are they? – They're _____.*
  - *I _____ at break time.*
  - *What do you do at break time? – I _____.*
- take part in three fun activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Then spend a few minutes revising Unit 10 by having pupils sing the song *It's break time.* on page 69 and say the chant on page 72. Encourage pupils to clap while they sing.
- Get pupils to open their books on page 74 and look at Review 2. Tell them what they will learn in this unit.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts and tick the correct pictures.

Input: Picture cues:

1a. a book being closed

1b. a book being opened

2a. a pen

2b. a pencil



3a. a brown school bag **3b.** a blue school bag

4a. a boy playing football **4b.** a boy playing basketball

5a. a music room **5b.** a computer room

Audio script:

1. *Female teacher:* Open your book, please!

2. *Female teacher:* Do you have a pen?

Mai: Yes, I do.

3. *Female teacher:* What colour is it?

Mai: It's blue.

4. *Male teacher:* What do you do at break time?

Nam: I play basketball.

5. *Minh:* Is that your computer room?

Mary: Yes, it is.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the context of Pictures **1a** and **1b** and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the activity. Play the recording a third time for pupils to check their answer. Repeat the same procedure with the rest of the pictures.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand five communicative contexts and tick the correct pictures.

Key: **1.** b **2.** a **3.** b **4.** b **5.** b

2. Listen and number.

Goal: To listen to and understand four communicative contexts and number the correct pictures.

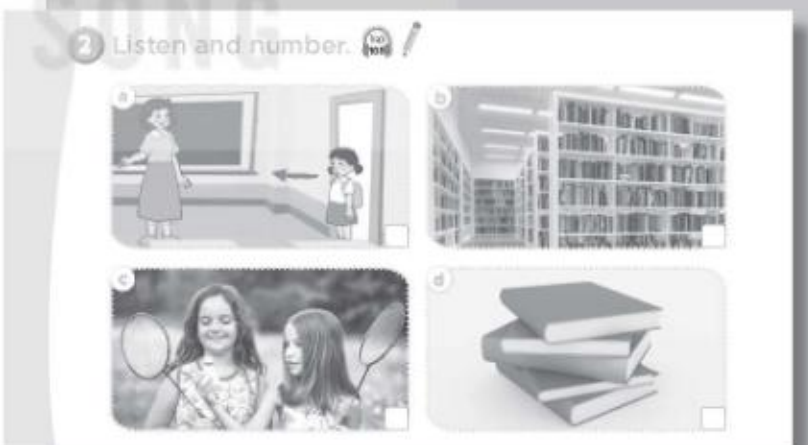
Input: Picture cues:

a. Mai asking permission to enter the classroom

b. a library

c. two girls holding badminton rackets and a shuttlecock

d. five green books



Audio script:

1. *Linh:* Is that our library?

Nam: Yes, it is.

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2. *Female teacher:* What colour are they?

Nam: They're green.

3. *Mai:* May I come in?

Female teacher: Yes, you can.

4. *Male teacher:* What do you do at break time?

Girl: I play badminton.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the content and context of each picture. Play the recording for pupils to listen. Play the recording again for pupils to do the activity. Play the recording a third time for pupils to check their answers.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

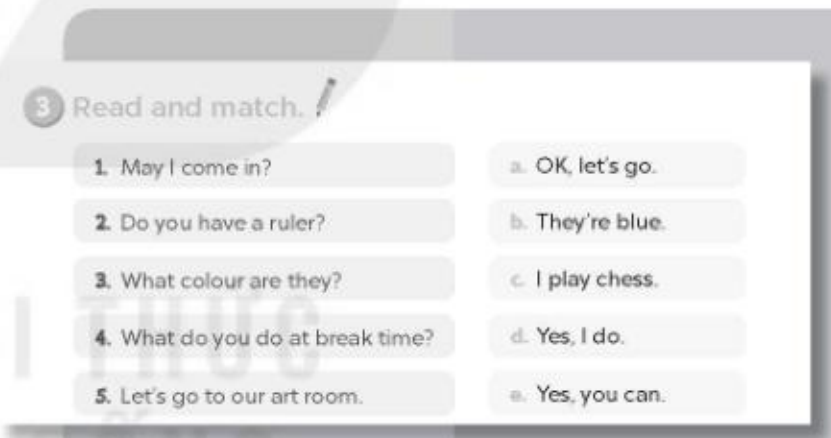
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts and number the correct pictures.

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

Period 2

3. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two speakers

Procedure: **Step 1:** Draw pupils' attention to the five pairs of sentence patterns. Get pupils to read Question **1** in chorus and elicit the answer (Sentence **e**). Then give feedback and match with Sentence **e**. Have the class act out the exchange.

Step 2: Give pupils time to do the activity. Go around the classroom to offer support where necessary.

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

Extension: Invite pairs of pupils to stand up and take turns acting out the matched exchanges.

Outcome: Pupils can read and match pairs of target sentence patterns.

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

4. Look, complete and read.



Goal: To understand and complete two incomplete sentences and two exchanges.

Input: Two incomplete sentences and two exchanges with picture cues

Procedure: **Step 1:** Draw pupils' attention to the incomplete sentences and exchanges and picture cues. Get them to read the first sentence. Elicit the missing words / phrases and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.

Step 2: Give pupils time to look, complete and read the rest of the sentences. Go around the classroom to offer support where necessary.

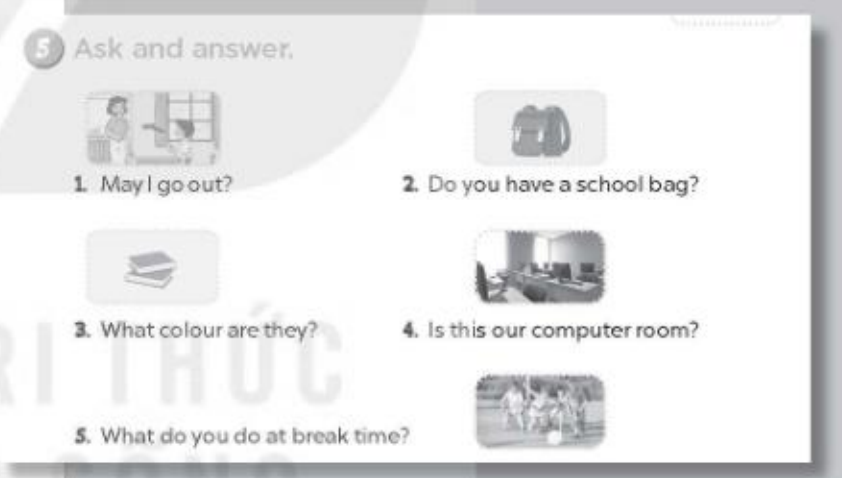
Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite pairs of pupils to stand up and read the completed sentences and the exchanges aloud.

Outcome: Pupils can understand and complete sentences and exchanges.

Key: **1.** a pencil case **2.** sit down, you can **3.** chess **4.** red

5. Ask and answer.



Goal: To read and understand five question patterns, then take it in turns to ask and answer the questions.

Input: Five question patterns with picture cues

Procedure: **Step 1:** Draw pupils' attention to the questions and the pictures. Point at Question **1**, tell pupils to look at the picture, elicit the answer and give feedback. Write the answer on the board and have pupils read the question and the answer in chorus. Repeat the same procedure with the rest of the questions.

Step 2: Have pupils work in pairs. Tell them to take it in turns to ask and answer the questions. Go around the classroom to offer support where necessary.

Extension: Invite a few pairs of pupils to stand up and take turns asking and answering the target questions.

Outcome: Pupils can read and understand five question patterns, then take it in turns to ask and answer the questions.

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FUN TIME

Period 3

Warm-up

- Greet the class. Have pupils sing the song *May I come in and sit down?* on page 53 of Unit 7.
- Revise some classroom instructions and action verbs by giving instructions such as *stand up*, *sit down*, *write*, *listen*, *run* and *play basketball*.
- Get pupils to open their books on page 76 and look at Fun time, Activity 1.

1. Find, circle and match.

Goal: To revise the target vocabulary by doing a word search.

Input:

– The word search

– Picture cues: a school, a girl closing a book, a classroom, a ruler, the colour yellow

– Flash cards for *school*, *close (your book)*, *classroom*, *ruler* and *yellow*



Procedure:

Step 1: Have pupils look at the pictures and elicit the words. Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word as a class.

Step 2: Point at the word *school*, then find and circle it in the word search as an example. Repeat the same procedure with the rest of the words.

Step 3: Check the answers as a class.

Extension: Have pupils work in pairs. Explain that first, one of them should point at the pictures. Then, the other should point at the circled words in the word search and say them aloud.

Outcome: Pupils can read, find the words in the word search and revise the target vocabulary.

Key:

a	m	h	r	u	l	e	r	u
b	p	z	x	c	v	b	n	m
c	l	a	s	s	r	o	o	m
c	r	q	e	c	m	n	a	o
r	w	q	z	h	l	z	i	o
a	n	c	l	o	s	e	c	m
e	r	l	w	o	p	l	r	g
u	v	y	e	l	l	o	w	i

2. Quiz time



Goal: To revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours.

Input: – The pictures of school things

– Flash cards for *book, pen, ruler, pencil, pencil case, notebook* and *school bag*

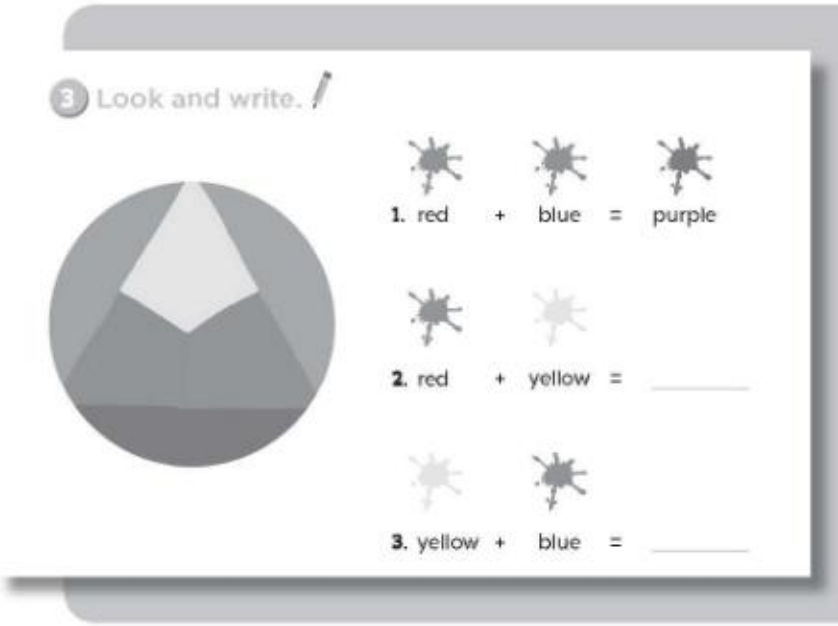
Procedure: **Step 1:** Draw pupils' attention to the picture. Elicit the words and stick the flash cards on the board, one by one, as pupils say the corresponding words. Point at each flash card and have pupils say the word as a class.

Step 2: Point at a flash card and elicit the answers to the questions *Do you have _____?* and *What colour is it?* or *What colour are they?*

Step 3: Show the class how to complete the activity. Point at one of the school things in the picture and ask the questions. Invite two more pupils to take turns asking and answering the questions as an example. Check comprehension and give feedback before having pupils do the activity in pairs.

Outcome: Pupils can ask and answer questions to identify school things and their colours.

3. Look and write.



Goal: To understand how mixing two colours makes a third colour.

Input: – A diagram to show how to mix red, blue and yellow to create purple, orange and green

– Colour sums to present new language (*purple, orange, green*) and show the different colour combinations

Procedure: **Step 1:** Draw pupils' attention to the diagram and elicit the names of the three colours in the middle: *red, blue, yellow.*

Step 2: Use crayons or paints to show pupils what happens when you mix red and blue. Explain that this third colour is called *purple*. Write *purple* on the board and model it for pupils to repeat. Repeat the same procedure with *red* and *yellow* (*orange*), *yellow* and *blue* (*green*).

Step 3: Have pupils complete the colour sums. Check answers together as a class.

Outcome: Pupils can understand how mixing two colours makes a third colour.

Key: **2.** orange **3.** green

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UNIT 11 – MY FAMILY

Objectives

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

- correctly pronounce the sounds of the letters ***o*** and ***ure*** in isolation, in the words *old* and *sure* and in the sentences *How old is your brother?* and *Are you sure?*;
- use the words *mother, father, brother, sister,* and numbers from 11 – 20 related to the topic *"My family"*;
- use *Who's this / that? – It's my* _____. to ask and answer questions about a family member;
- use *How old is he / she? – He's / She's* _____. to ask and answer questions about the age of a family member;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic"My family";
- read and write about family members and their ages;
- collect a picture of their family and show to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Have the pupils sing the song *It's break time.* in *Unit 10.*
- Spend a few minutes inviting some pupils to present their project in *Unit 10.* Praise the presenters and get the class to cheer or clap their hands if the presenters do a good job.
- Have pupils open their books on page 6 and look at Unit 11, Lesson 1, Activity 1. Write the title *My family* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about a family member.

Input: – Context **a**: Mary: *Who's this?* Lucy: *It's my sister.*

– Context **b**: Nam: *Who's that?* Mai: *It's my brother.*

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

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

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

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

Step 5: Draw pupils' attention to the questions *Who's this / that?* and the answers *It's my sister / brother*. Tell pupils that they are questions and answers about a family member.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about a family member.

2. Listen, point and say.



Goal: To correctly say the words and use *Who's this / that? – It's my _____.* to ask and answer questions about a family member.

Input: – Picture cues:

a. mother **b.** father

c. brother **d.** sister

– Speech bubbles: *Who's this / that? – It's my _____.*

Audio script:

a. mother **b.** father **c.** brother **d.** sister

A: Who's that? *A:* Who's this?

B: It's my mother. *B:* It's my father.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the name of each family member.

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

Step 3: Point at the speech bubble and have pupils listen and repeat after the recording (*Who's that?).* Point at Picture **a** and have pupils listen and repeat after the recording (*It's my mother.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering questions *Who's this / that? – It's my _____.*

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

Outcome: Pupils can correctly say the words and use *Who's this / that? – It's my _____.* to ask and answer questions about a family member.

3. Let's talk.



Goal: To enhance the correct use of *Who's this / that? – It's my _____.* to ask and answer questions about a family member in a freer context.

Input: – Picture cue: a brother and a sister are playing badminton and their parents are sitting on a bench nearby

– Speech bubbles: *Who's this / that? – _____.*

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

Step 2: Put pupils into groups of four. Tell them to ask and answer questions *Who's this / that?* Go around the classroom to offer support.

Step 3: Invite some pupils to the front of the class to present their exchanges.

Outcome: Pupils can enhance the correct use of *Who's this / that? – It's my* _____. to ask and answer questions about a family member in a freer context.

Preparation for the project: Tell pupils about the project on page 11. Ask them to prepare for it at home by collecting a picture of their family and bring their work to class to present it at Project time.

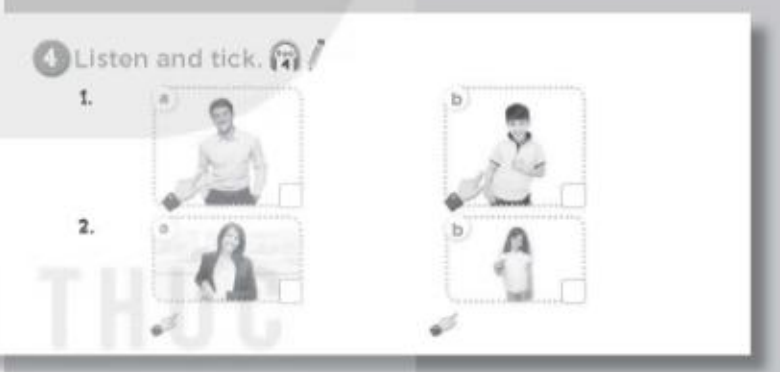
LESSON 1 (Period 2)

Warm-up

- Greet the class. Have the class play the game *Spelling Bee* with the words *mother, father, brother* and *sister.*
- Get pupils to open their books on page 7 and look at Unit 11, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures.



Input: Picture cues:

1a. father **1b.** brother

2a. mother **2b.** sister

Audio script:

1. *A:* Who's this? *B:* It's my father.

2. *A:* Who's that? *B:* It's my sister.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b.** Tell them about the activity. Elicit the word for each family member and its cue, and play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the second exchange.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for pupils to double-check their answers.

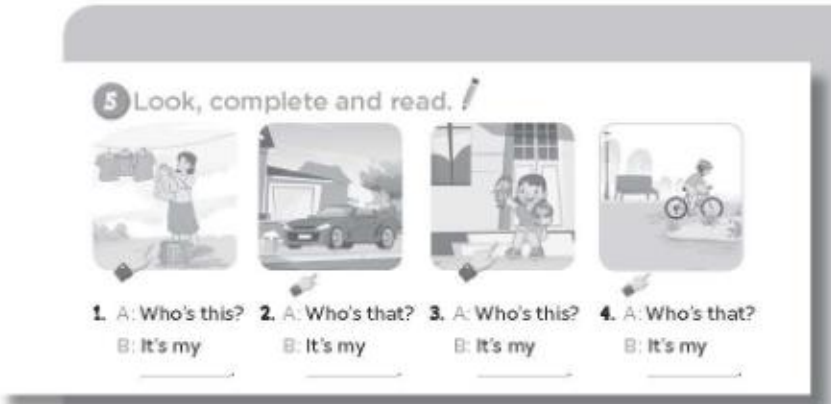
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

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Outcome: Pupils can listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures.

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

5. Look, complete and read.



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

Input: – Four picture cues

– Four gapped dialogues

Procedure: **Step 1:** Have pupils look at the pictures and identify the people in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*mother*). Then have them complete the gap. Repeat the same procedure with Pictures **2**, **3**, **4**.

Step 4: Get pupils to complete the dialogues individually and ask a few pupils / pairs to read them aloud.

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

Key: 1. mother **2.** father **3.** sister **4.** brother

6. Let's sing.



Goal: To sing the song *My family* with the correct melody and pronunciation.

Input: The lyrics and the recording of the song *My family*

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

Step 2: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Play the recording all the way through for pupils to sing along.

Step 4: Introduce actions for pupils to do while singing along with the recording.

Step 5: Invite groups to the front of the class to perform while the rest of the class sings and / or claps along.

Outcome: Pupils can sing the song *My family* with the correct melody and pronunciation.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *My family* and clap hands or do actions while singing.
- Get pupils to open their books on page 8 and look at Unit 11, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the age of a family member.

Input: – Context **a**: Ben: *This is my sister.* Minh: *How old is she?* Ben: *She's thirteen years old.*

– Context **b**: Bill: *How old is your brother?* Linh: *He's twenty years old*. Bill: *Are you sure?*

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

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

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

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

Step 5: Draw pupils' attention to the questions *How old is she / your brother?* and the answers *She's thirteen years old. / He's twenty years old.* Tell pupils that they are questions and answers about the age of a family member.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about the age of a family member.

2. Listen, point and say.



Goal: To correctly say the words and use *How old is he / she? – He's / She's* _____. to ask and answer questions about the age of a family member.

Input: – Picture cues:

a. a 12-year-old girl

b. a 14-year-old boy

c. an 18-year-old girl

d. a 19-year-old man

– Speech bubbles: *How old is he / she? – He's / She's _____.*

Audio script:

a. twelve **b.** fourteen

c. eighteen **d.** nineteen

A: How old is she? *A:* How old is he?

B: She's twelve. *B:* He's fourteen.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the ages of family members.

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

Step 3: Point at the speech bubble and have pupils listen and repeat after the recording (*How old is she?).* Point at Picture **a** and have pupils listen and repeat after the recording (*She's twelve.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering questions *How old is he / she? – He's / She's _____.*

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

Outcome: Pupils can correctly say the words and use *How old is he / she? – He's / She's _____.* to ask and answer questions about the age of a family member.

3. Let's talk.

Goal: To enhance the correct use of *How old is he / she? – He's / She's _____.* to ask and answer questions about the age of a family member in a freer context.



Input: – Picture cue: Ben and his sister, Linh and her brother are playing in the playground.
– Speech bubbles: *How old _____? – _____.*

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions using the target patterns. Go around the classroom to offer support where necessary.

Step 3: Invite some pairs to stand up to perform their exchanges.

Outcome: Pupils can enhance the correct use of *How old is he / she? – He's / She's _____.* to ask and answer questions about the age of a family member in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Invite a few pairs to the front of the class and let them take turns asking and answering questions to identify the age of the family member in the picture in Activity 3.
- Get pupils to open their books on page 9 and look at Unit 11, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about different people's ages and number the correct pictures.

Input: Picture cues:

a. a 13-year-old girl

b. an 18-year-old girl

c. a 14-year-old boy

d. a 20-year-old man

Audio script:

1. *A*: How old is she? *B*: She's thirteen.

2. *A*: How old is your brother? *B*: He's twenty.

3. *A*: How old is your sister? *B*: She's eighteen.

4. *A*: How old is he? *B*: He's fourteen.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them about the activity. Elicit the age of the person in each picture. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about different people's ages and number the correct pictures.

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

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5. Look, complete and read.



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

Input: – Four picture cues

– Four gapped dialogues

Procedure: **Step 1:** Have pupils look at the pictures. Remind them to pay attention to the cakes with candles or numbers.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*eleven*). Then have them complete the gap.

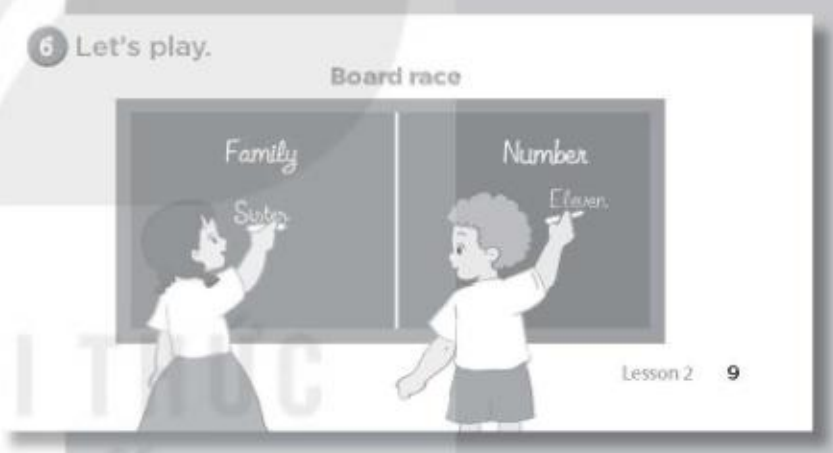
Step 4: Repeat the same procedure with Pictures **2**, **3**, **4**.

Step 5: Have pupils complete the sentences individually and ask a few pupils / pairs to read them aloud.

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

Key: **2.** twelve **3.** old; eighteen **4.** How old; fifteen

6. Let's play.



Board race

Goal: To review vocabulary related to the topic "My family" and numbers from eleven to twenty by playing the game *Board race*.

Input: – Vocabulary list

– Board and pens / chalk

Procedure: **Step 1:** Tell the pupils the goal of the game and how to play it. Ask them to revise all vocabulary learnt in *Unit 11*.

Step 2: Invite two groups of four pupils to the front of the class to demonstrate the game. Two pupils play in each round, one from each group. One pupil is at column *Family* writing all words related to family members; the other is at column *Number* writing all words related to numbers from eleven to twenty.

Step 3: Give the pupils time to play the game in two groups of four. Circulate round the class during the activity and offer help where necessary. The group with more correct words in their column will be the winner.

Extension: Divide the class into two groups. Use the words in the game to get each group to take turns writing as many words related to "Family" and "Number" in the correct columns.

Round-up: Tell pupils what they are able to gain from playing the game. Each competitive pair has 30 seconds to write as many words as possible in their column.

Outcome: Pupils can play the game *Board race* to reinforce the learning of words and phrases related to the topic "My family".

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LESSON 3 (Period 5)

Warm-up

- Greet the class. Divide the class into two groups to take turns singing the song *My family* from page 7. One group sings the first verse. The other group sings the last verse.
- Have pupils open their books on page 10 and look at Unit 11, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***o*** and ***ure*** in isolation, in the words *old* and *sure*, and in the questions *How old is your brother?* and *Are you sure?* with the correct pronunciation and intonation.

Input:
- The letter ***o***, the word *old* and the question *How old is your brother?*
- The letters ***ure***, the word *sure* and the question *Are you sure?*

Procedure:

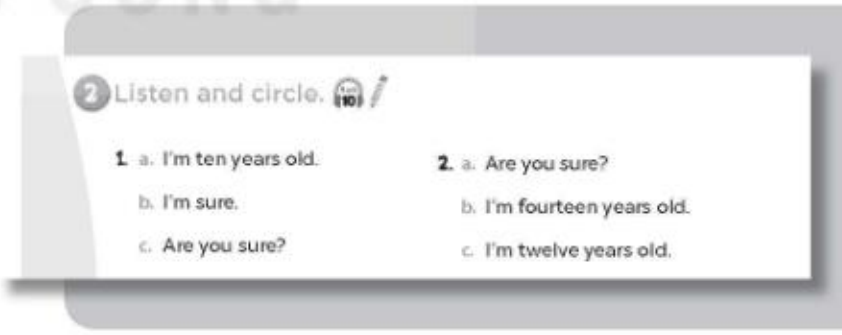
Step 1: Draw pupils' attention to the letter ***o***, the word *old* and the question *How old is your brother?* Play the recording and encourage them to point at the correct letter / word / question while listening.

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

Step 3: Repeat **Steps 1** and **2** for the letters ***ure***.

Outcome: Pupils can correctly repeat the sounds of the letters ***o*** and ***ure*** in isolation, in the words *old* and *sure*, and in the questions *How old is your brother?* and *Are you sure?* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *old* and *sure* in the sentences while listening.

Input: Two sentences, each with three options

Audio scripts:

1. I'm ten years old.

2. Are you sure?

Procedure:

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

Step 2: Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check their answers.

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

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

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

Outcome: Pupils can identify the target words *old* and *sure* while listening.

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



3. Let's chant.

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

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters ***o*** and ***ure*** in the words *old* and *sure*. Check comprehension.

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

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw their attention to the sounds of the letters ***o*** and ***ure*** in the words *old* and *sure*. Go around the classroom and correct pronunciation if necessary.

Step 4: When pupils become familiar with the rhythm and pronunciation, play the recording of the whole chant for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.

Step 5: Invite a few groups to the front of the class to chant. The rest of the class may clap along.

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

LESSON 3 (Period 6)

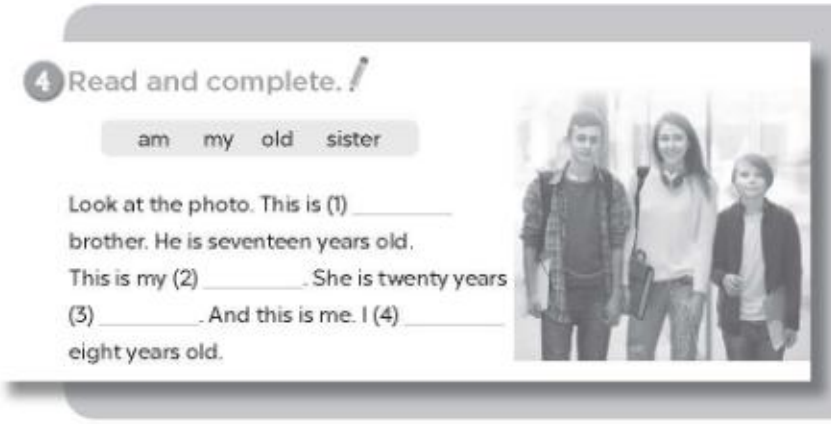
Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by inviting two groups of four to the front of the class to take turns saying the chant and clapping their hands at the same time. The rest of the class claps their hands to mark the rhythm of the chant.
- Have pupils open their books on page 11 and look at Unit 11, Lesson 3, Activity 4. Tell them what they will learn in this lesson.

4. Read and complete.

Goal: To read and complete a paragraph with the words in the box.

Input: A paragraph and four gapped sentences with the words in the box



Procedure: **Step 1:** Tell pupils about this activity. Read the four gapped sentences as a class. Draw pupils' attention to the blank in Sentence **1**. Get pupils to scan the paragraph and find the missing word from the box. When pupils give the correct answer, write it on the board and get the class to read the completed sentence together.

Step 2: Give pupils time to do the rest of the sentences individually. Go around the classroom to offer support.

Step 3: Get pupils to swap books with a partner, then check answers as a class.

Extension: If time is available, ask one or two pupils to read the completed text aloud and check their pronunciation if necessary.

Outcome: Pupils can read and complete a paragraph with the words in the box.

Key: 1. my **2.** sister **3.** old **4.** am

5. Let's write.



Goal: To read, understand and complete a gapped text.

Input: The writing frame with blanks to complete

Procedure: **Step 1:** Tell the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information in the sentence to complete it. Check comprehension and give feedback.

Step 2: Give pupils time to write the answers. Circulate round the class during the activity and offer help where necessary.

Step 3: Get pupils to swap with a partner.

Extension: If time allows, invite a few pairs to stand up and read the completed text aloud. The rest of the class listens and cheers or claps their hands if the performers do a good job.

Outcome: Pupils can read, understand and complete a gapped text.

6. Project



Goal: To collect a picture of their family and show it to the class by telling the class about their family members.

Input: A picture of their family

Procedure: **Step 1:** Tell pupils about the goal of the activity. Explain that they are going to show a picture of their family and tell the class about them.

Step 2: Have pupils work in groups. Each member shows his / her picture and introduces them, e.g. *This is my family. This is my mother.* Go around and praise pupils when they perform well.

Step 3: Invite one or two pupils to show their pictures to the class and tell the class.

Outcome: Pupils can collect a picture of their family and show it to the class by telling the class about their family members.

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UNIT 12 – JOBS

Objectives

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

- correctly pronounce the sounds of the letters ***er*** and ***or*** in isolation, in the words *mother* and *doctor* and in the sentences *My mother is a teacher*. and *My father is a doctor*.;
- use the words *doctor, driver, teacher, worker, farmer, nurse, singer* and *cook* in relation to the topic "Jobs";
- use *What's his / her job? – He's / She's* _____. to ask and answer questions about someone's job;
- use *Is he / she* _____*? – Yes, he / she is. / No, he / she isn't. He's / She's* _____. to ask and answer questions about someone's job;
- listen to and understand simple exchanges in relation to the topic "Jobs";
- read and write about jobs and someone's job of family members;
- do a project involving making a mind map about family members' jobs and present it to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Have pupils sing the song *My family* in *Unit 11*.
- Get pupils to open their books on page 12 and look at Unit 12, Lesson 1, Activity 1. Write the title "Jobs" on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the job of a family member.

Input: – Context **a**: Minh: *This is my mother.* Lucy: *What's her job?* Minh: *She's a doctor.*

– Context **b**: Lucy: *This is my father.* Minh: *What's his job?* Lucy: *He's a teacher.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.

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

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

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

Step 5: Draw pupils' attention to the questions *What's her job?* and *What's his job?* and the answers *She's a doctor.* and *He's a teacher.* Tell pupils that they are questions and answers to ask about someone's job.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about the job of a family member.

2. Listen, point and say.



Goal: To correctly say the words and use *What's his / her job? – He's / She's* _____. to ask and answer questions about someone's job.

Input: – Picture cues:

a. a doctor **b.** a driver

c. a teacher **d.** a worker

– Speech bubbles: *What's his / her job? – He's / She's* _____.

– Flash cards: *doctor, driver, teacher, worker*

Audio script:

a. a doctor **b.** a driver **c.** a teacher **d.** a worker

A: What's her job? *A:* What's his job?

B: She's a doctor. *B:* He's a driver.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the jobs.

Step 2: Have pupils point at Picture **a** (a doctor), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *doctor, driver, teacher* and *worker* and have pupils say the words.

Step 3: Point at the speech bubble and have pupils listen and repeat after the recording (*What's her job?*). Point at Picture **a** and have pupils listen and repeat after the recording (*She's a doctor.*). Repeat the same procedure with the other three pictures.

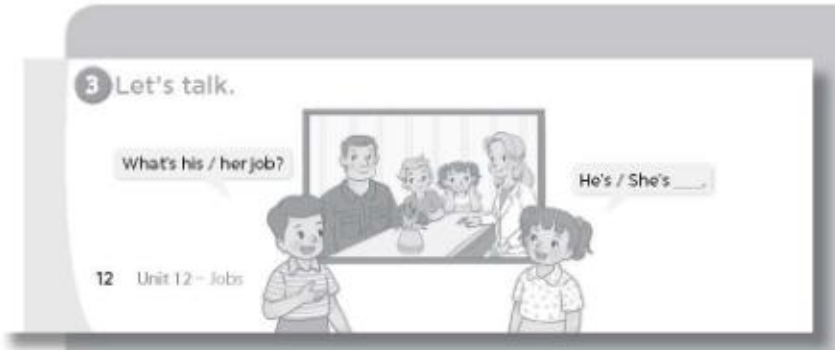
Step 4: Give pupils time to practise asking and answering questions *What's her / his job?* Remind them that they can use any of the four pictures to point, ask and answer the question. Go around the classroom to offer support.

Step 5: Invite a few pairs to point at the pictures, ask and answer questions in front of the class.

Outcome: Pupils can correctly say the words and use *What's his / her job? – He's / She's* _____. to ask and answer questions about someone' s job.

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3. Let's talk.



Goal: To enhance the correct use of *What's his / her job? – He's / She's* _____. to ask and answer questions about someone's job in a freer context.

Input:
– Picture cue: a family of four people

– Speech bubbles: *What's his / her job? – He's / She's* _____.

– Flash cards for *doctor, driver, teacher* and *worker*

Procedure:
Step 1: Hold up the flash cards for *doctor, driver, teacher* and *worker* to elicit the question and answer about his or her job. Have pupils look at the picture. Point at the adults in the picture and elicit *mother* and *father* and the questions *What's his job*? and *What's her job*?

Step 2: Give pupils time to practise in pairs. One pupil asks the question *What's his / her job?* and the other answers *He's / She's* _____. Go around the classroom to offer support.

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

Outcome: Pupils can enhance the correct use of *What's his / her job? – He's / She's* _____. to ask and answer questions about someone's job in a freer context.

Preparation for the project: Tell pupils about the project on page 15. Ask them to prepare a mind map to introduce the jobs of their family members. They need to prepare the sentences that they are presenting. In Lesson 2, Period 4, remind pupils of what they need to prepare for the project.

LESSON 1 (Period 2)

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Warm-up

- Greet the class. Have pupils sing the song *My family* in *Unit 11*.
- Have the class play the game *Slap the board* with the words *doctor, driver, teacher* and *worker.*
- Get pupils to open their books on page 13 and look at Unit 12, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.

Input: Picture cues: **1a.** a teacher **1b.** a worker

2a. a doctor **2b.** a driver

Audio script:

1. *A:* This is my father.

B: What's his job?

A: He's a teacher.

2. *A:* This is my mother.

B: What's her job?

A: She's a driver.

Procedure: **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the job in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

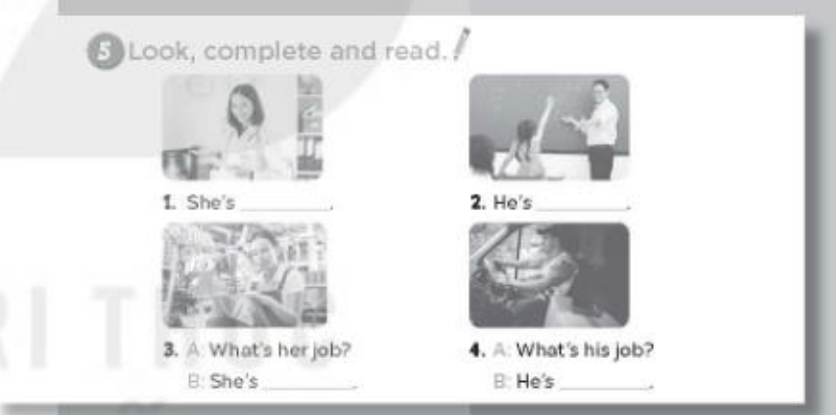
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.

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

5. Look, complete and read.

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



Input: – Four picture cues

– Two gapped sentences and two gapped dialogues

Procedure: **Step 1:** Have pupils look at the pictures and identify the jobs in the pictures.

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

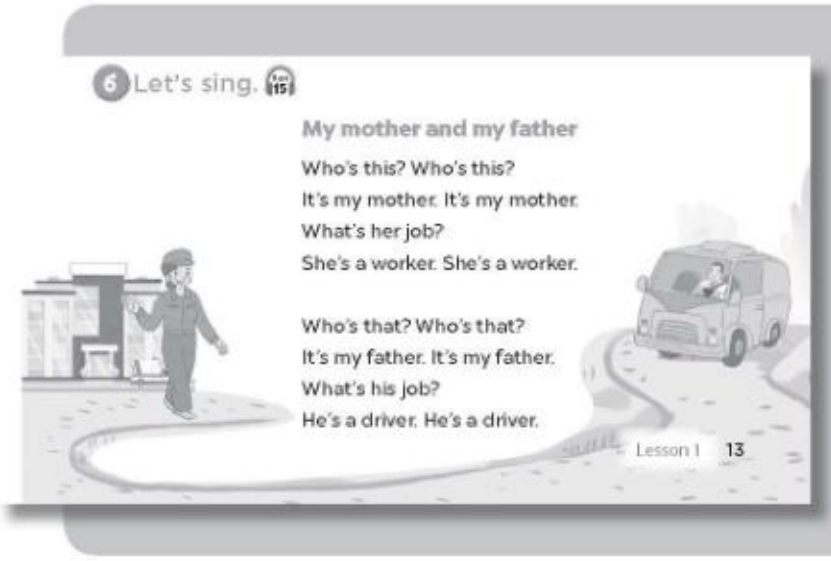
Step 3: Model Picture **1**. Have pupils look at the sentence. Ask them what is missing in the sentence (*a doctor*). Then have them look at the picture and identify the job. Have them complete the sentence (*She's a doctor.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the sentences and dialogues individually. Get pupils to swap books with a partner, then check the answers as a class. Ask a few pairs to read the sentences and dialogues aloud.

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

Key: **1.** a doctor **2.** a teacher **3.** a worker **4.** a driver

6. Let's sing.



Goal: To sing the song *My mother and my father* with the correct melody and pronunciation.

Input: The lyrics and the recording of the song *My mother and my father*

Procedure: **Step 1:** Have pupils look at the pictures illustrating the song lyrics and say what they can see in the pictures. Elicit the words *worker* and *driver*.

Step 2: Play the recording and ask pupils to clap their hands when they hear the words *mother* and *father*. Play the recording again for the class to listen and clap their hands. Play the recording again and ask pupils to do the TPR actions for *worker* and *driver* when they hear the words *worker* and *driver*. Play the recording again for the class to listen and clap their hands.

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

Step 4: Play the recording a few times for them to practise singing, clapping and doing the actions while singing.

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

Outcome: Pupils can sing the song *My mother and my father* with the correct melody and pronunciation.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Have pupils sing the *My mother and my father* song. Encourage them to clap their hands and do actions while singing.
- Get pupils to open their books on page 14 and look at Unit 12, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about someone's job.

Input: – Context **a**: Bill: *Is she a worker?* Linh: *Yes, she is.*

– Context **b**: Bill: *Is he a doctor?* Linh: *No, he isn't. He's a nurse.*

Procedure:

Step 1: Have pupils look at Pictures **a** and **b** and elicit the names of the speakers and the people in the pictures.

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

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

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

Step 5: Draw pupils' attention to the questions *Is she a worker?* and *Is he a doctor?* and the answers *Yes, she is.* and *No, he isn't.* Tell pupils that they are questions and answers to ask about someone's job.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about someone's job.

2. Listen, point and say.

Goal: To correctly say the words and use *Is he / she _____?* and *Yes, he / she is. / No, he / she isn't. He's / She's _____.* to ask and answer questions about someone's job.



Input: – Picture cues:

a. a cook **b.** a farmer

c. a singer **d.** a nurse

– Speech bubbles: *Is he / she _____? – Yes, he / she is. / No, he / she isn't. He's / She's _____.*

– Flash cards for *cook, farmer, singer* and *nurse*

Audio script:

a. a cook / yes **b.** a farmer / yes

c. a cook / no / a singer **d.** a farmer / no / a nurse

A: Is he a cook? *A:* Is she a cook?

B: Yes, he is. *B:* No, she isn't. She's a singer.

Procedure:

Step 1: Have pupils look at the pictures and elicit the jobs.

Step 2: Have pupils point at Picture **a** (a cook), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Use the flash cards for *cook, farmer, singer* and *nurse* to elicit the words.

Step 3: Point at Picture **a** and ask the question *Is he a cook?* Elicit the answer *Yes, he is.* Continue with Picture **c** to elicit the answer *No, she isn't. She's a singer.* Have pupils listen and repeat after the recording.

Step 4: Hold up a flash card and ask a question. Complete the question with different words for jobs to elicit *Yes, he / she is.* or *No, he / she isn't. He's / She's _____.* Then have the class repeat the answer.

Step 5: Have pairs use the pictures in their books to ask and answer questions. Go around the classroom to offer support.

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Step 6: Invite a few pairs to point at the pictures and make a dialogue.

Outcome: Pupils can correctly say the words and use *Is he / she _____? – Yes, he / she is. / No, he / she isn't. He's / She's _____.* to ask and answer questions about someone's job.

3. Let's talk.



Goal: To enhance the correct use of *Is he / she _____? – Yes, he / she is. / No, he / she isn't. He's / She's _____.* to ask and answer questions about someone's job in a freer context.

Input:
- Four pictures showing four jobs
- Speech bubbles: *Is he / she _____? – Yes, / No, _____.*
- Flash cards for *farmer, nurse, singer* and *cook*

Procedure: **Step 1:** Hold up the flash cards to elicit the jobs. Have pupils look at the pictures. Point at pictures and elicit the jobs. Point at a certain person in the picture and elicit the missing words in the gapped bubbles.

Step 2: Give pupils time to take turns practising the questions and answers in pairs. Go around the classroom to offer support.

Step 3: Invite some pairs to the front of the class to interact with each other, pointing at the people in the pictures.

Outcome: Pupils can enhance the correct use of *Is he / she _____? – Yes, he / she is. / No, he / she isn't. He's / She's _____.* to ask and answer questions about someone's job in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Have pupils sing the song *My mother and my father*.
- Invite a few pairs to the front of the class to use the picture cue in Activity 3 and take turns asking and answering questions about someone's job.
- Get pupils to open their books on page 15 and look at Unit 12, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts to ask and answer questions about someone's job and number the correct pictures.

Input: Picture cues:

a. a nurse **b.** a cook

c. a singer **d.** a farmer

Audio script:

1. *A*: Is she a farmer?

B: Yes, she is.

2. *A*: Is your mother a cook?

B: Yes, she is.

3. *A:* Is your mother a doctor?

B: No, she isn't. She's a nurse.

4. *A*: Is she a teacher?

B: No, she isn't. She's a singer.

Procedure: **Step 1:** Have pupils look at the pictures. Point at each picture to elicit the job. Play the recording twice so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity.

Step 2: Check answers together as a class. Play the recording again for pupils to correct their answers.

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

Outcome: Pupils can listen to and understand four communicative contexts to ask and answer questions about someone's job and number the correct pictures.

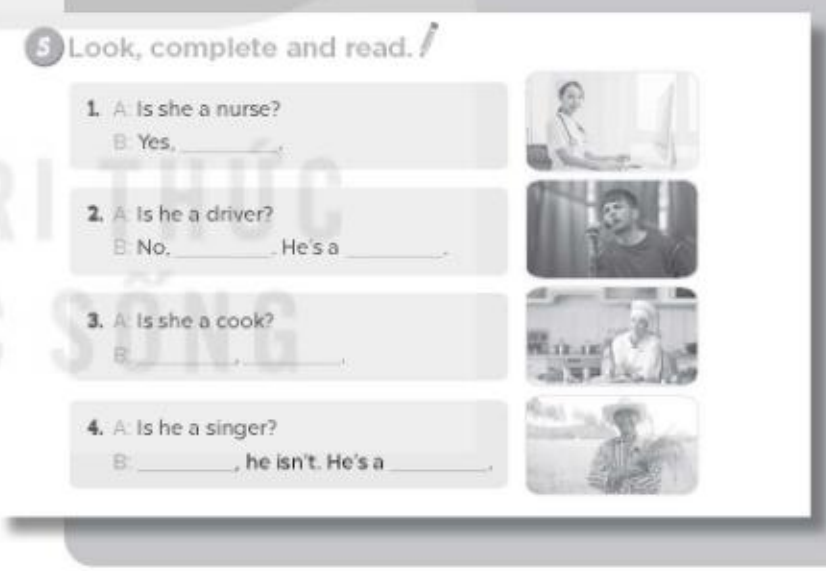
Key: 1. d **2.** b **3.** a **4.** c

5. Look, complete and read.

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

Input: – Four picture cues

– Four gapped dialogues



Procedure: **Step 1:** Have pupils look at the pictures and identify the jobs in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask the question, have them look at the picture and answer the question. Have pupils complete the answer (*she is*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually. Get pupils to swap books with a partner, then check the answers as a class. Ask a few pairs to read the dialogues aloud.

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

Key: 1. she is **2.** he isn't; singer **3.** Yes, she is **4.** No; farmer

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6. Let's play.



Clap for "yes"

Goal: To revise the target vocabulary and sentence patterns by playing the game *Clap for "yes".*

Input: – A picture showing pupils how to play the game

– Flash cards of the unit vocabulary

Procedure: **Step 1:** Hold up a flash card for *driver* and ask pupils *Is he a driver?* and elicit the answer *Yes, he is*. Ask pupils to clap their hands and repeat the answer. Ask pupils to clap their hands and say *Yes, he / she is*. if the answer is *Yes*. Keep holding a flash card for *driver* and ask another question to elicit *No, he isn't*. Ask pupils to stamp their feet and repeat the answer. Ask pupils to stamp their feet and say *No, he / she isn't*. if the answer is *No*.

Step 2: Repeat the procedure with other flash cards.

Extension: Invite a few pupils to the front of the class and ask questions.

Outcome: Pupils can revise the target vocabulary and sentence patterns by playing the game *Clap for "yes".*

LESSON 3 (Period 5)

Warm-up

- Greet the class. Have pupils sing the song *My mother and my father* with TPR actions.
- Have pupils play the game *Clap for "yes"* using the unit flash cards.
- Get pupils to open their books on page 16 and look at Unit 12, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***er*** and ***or*** in isolation, in the words *mother* and *doctor*, and in the sentences *My mother is a teacher.* and *My father is a doctor.* with the correct pronunciation and intonation.

Input: – The letters ***er***, the word *mother* and the sentence *My mother is a teacher.*

– The letters ***or***, the word *doctor* and the sentence *My father is a doctor.*

Procedure: **Step 1:** Draw pupils' attention to the letters ***er***, the word *mother* and the sentence *My mother is a teacher*. Play the recording and encourage them to point at the letter / word / sentence during their listening.

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

Step 3: Repeat **Steps 1** and **2** for the letters ***or***.

Outcome: Pupils can correctly repeat the sounds of the letters ***er*** and ***or*** in isolation, in the words *mother* and *teacher* and in the sentences *My mother is a teacher*. and *My father is a doctor*. with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the words *mother* and *doctor* while listening.

Input: Two pairs of sentences

Audio script:

1. My mother is a teacher.

2. Is your father a doctor?

Procedure: **Step 1:** Draw pupils' attention to the sentences and tell pupils what to do in the task. Play the recording twice for pupils to circle the correct options.

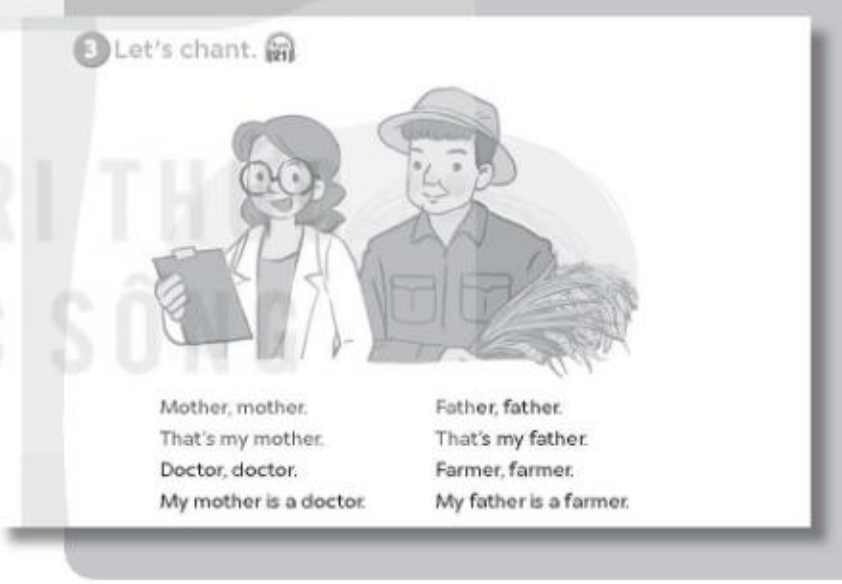
Step 2: Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording so that pupils can check their answers again.

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

Outcome: Pupils can identify the words *mother* and *doctor* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant.

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

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***er*** and ***or***, the words *mother* and *doctor*, and the sentences *That's my mother*. and *My mother is a doctor*. in the chant.

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

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

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

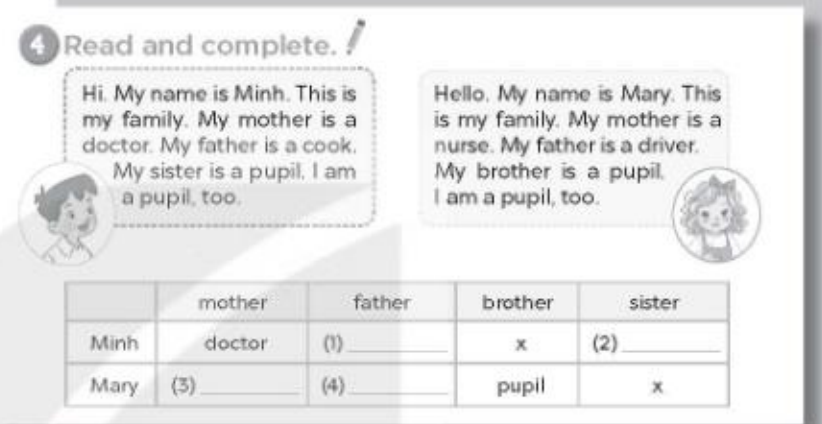
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Have pupils say the chant in the previous lesson and do the actions.
- Get pupils to open their books on page 17 and look at Unit 12, Lesson 3, Activity 4.

4. Read and complete.



Goal: To read two paragraphs and complete a table about the jobs of the family members.

Input: Two paragraphs and a table with four blanks

Procedure: **Step 1:** Tell pupils about the context of the paragraphs. (*Minh and Mary introduce their families.*) Tell pupils about the task. Point at the table and elicit the type of information they need to find in the texts.

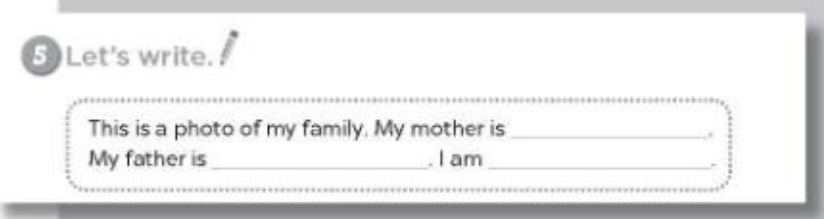
Step 2: Read the sentences in Paragraph 1 and tell pupils to fill in the first and second blanks. Let pupils complete the table. Follow the same procedure with Paragraph 2.

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

Outcome: Pupils can read two paragraphs and complete a table about the jobs of the family members.

Key: **1.** cook **2.** pupil **3.** nurse **4.** driver

5. Let's write.



Goal: To read and complete a paragraph about the pupils' parents' jobs.

Input: A short gapped text

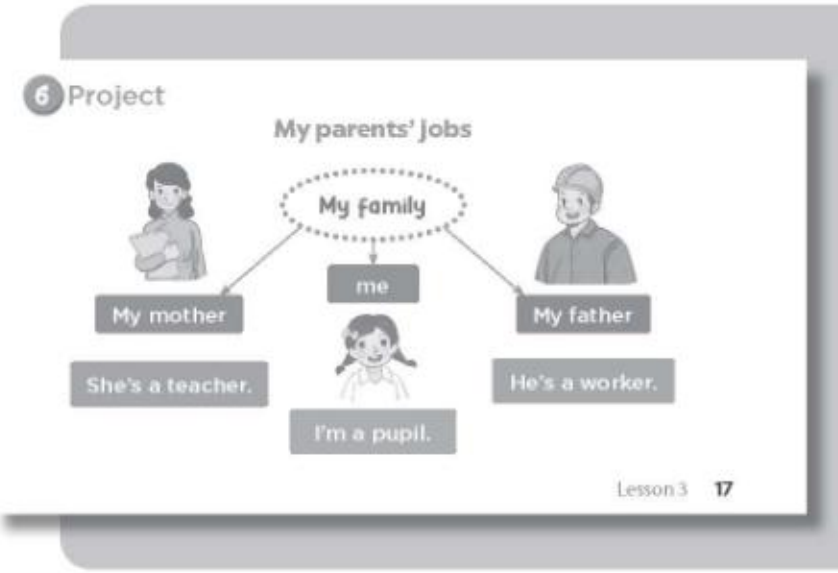
Procedure: **Step 1:** Draw pupils' attention to the first gap and elicit the answer. Have pupils write their answers down.

Step 2: Continue with other gaps. Give pupils time to write the answers down.

Step 3: Have some pupils read their paragraphs aloud.

Outcome: Pupils can read and complete a paragraph about the pupils' parents' jobs.

6. Project



Goal: To make a mind map about family members and present it to the class.

Input: – A sample mind map of family members

– Materials to carry out the project, such as coloured paper, pencils and crayons

Procedure: **Step 1:** Point at the sample mind map and explain that a pupil is going to introduce the jobs of their parents to their friends.

Step 2: Have pupils show the mind map that they have prepared for the project. Revise some structures and vocabulary that pupils need for their presentations. Give the pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.

Step 3: Give pupils time to practise presenting their mind maps within their groups.

Step 4: Select a few pupils to present their mind maps to the class if appropriate.

Extension: Create a class display of the projects and organise a vote to find the most beautiful ones.

Outcome: Pupils can introduce the jobs of their family members using their own mind maps.

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UNIT 13 – MY HOUSE

Objectives

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

- correctly pronounce the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it's a big house!* and *Wow, it's a brown house!*;
- use the words *living room, bedroom, kitchen, bathroom, here, there, table, chair, book, lamp, in* and *on* in relation to the topic "My house";
- use *Where's the _____? – It's here / there.* to ask and answer questions about the location of a room in a house;
- use *Where are the _____? – They're _____.* to ask and answer questions about the locations of things in a room;
- listen to and understand simple exchanges in relation to the topic "My house";
- read and write about the location of rooms in a house and things in a room;
- make a doll's house and tell the class about it.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting. Review the previous lesson by inviting a few pupils to the front of the classroom to present their mind maps about the jobs of their parents (Unit 12, page 17). If the presenters do well, praise them and get the class to clap or cheer.
- Get pupils to open their books on page 18 and look at Unit 13, Lesson 1, Activity 1. Write the title "My house" on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson (to ask and answer about the location of a room in a house).

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house.

Input: – Context **a**: Mai: *Come in, please!* Linh: *Wow, I like your house!*

– Context **b**: Linh: *Where's your bedroom?* Mai: *It's here.*

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

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

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

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

Step 5: Draw pupils' attention to the question and answer *Where's your bedroom? – It's here*. Tell pupils that the sentences are used to ask and answer about the location of the bedroom in the house.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house.

2. Listen, point and say.



Goal: To correctly say the words and use *Where's the _____? – It's here / there.* to ask and answer questions about the location of a room in a house.

Input: – Picture cues:

a. living room **b.** bedroom

c. kitchen **d.** bathroom

– Speech bubbles: *Where's the _____? – It's here / there.*

Audio script:

a. living room **b.** bedroom **c.** kitchen **d.** bathroom

A: Where's the living room? *A:* Where's the kitchen?

B: It's here. *B:* It's there.

Procedure: **Step 1:** Have pupils at the pictures and elicit the names of the rooms.

Step 2: Have pupils look at Picture **a** and the word *living room* under it. Have pupils listen to the recording and repeat the word. Repeat the same procedure with the other pictures. Have the class repeat the words a few times.

Step 3: Point at the question in the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(Where's the living room?)*. Point at Picture **a** and have pupils listen and repeat after the recording (*It's here.)*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pairs practise asking and answering the question *Where's the _____? – It's here / there.*

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

Outcome: Pupils can correctly say the words and use *Where's the _____? – It's here / there.* to ask and answer questions about the location of a room in a house.

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3. Let's talk.



Goal: To enhance the correct use of *Where's the _____? – It's here / there.* to ask and answer questions about the location of a room in a house in a freer context.

Input: – Picture cue: Two pupils are asking and answering questions about the location of rooms in a house: the living room and kitchen are downstairs, the bedroom and bathroom are upstairs.

– Speech bubbles: *Where's _____? – It's _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*). Point at each room, elicit the missing words in the question and answer (for example, the living room). Tell pupils to pay attention to the locations of the hands. Tell pupils to use *here* for the rooms near the hand, and *there* for the rooms far from the hand. Have them complete the sentence. Get pupils to ask and answer the question *Where's the living room? – It's here. Where's the kitchen? – It's there.*

Step 2: Put pupils into pairs. Encourage them to point at each room in the house in the picture in turn to ask and answer questions about their locations in the house. Go around the classroom to offer support where necessary.

Outcome: Pupils can enhance the correct use of *Where's the _____? – It's here / there.* to ask and answer questions about the location of a room in a house in a freer context.

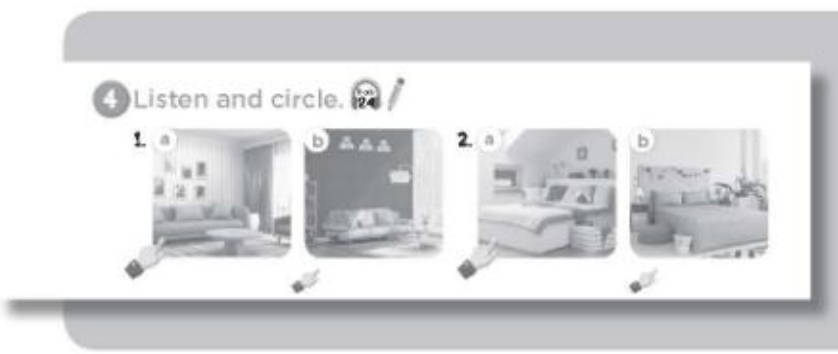
Preparation for the project: Tell pupils about the project on page 23. Ask them to make a doll's house and prepare the language to present it. Tell them to bring their work to class to present it at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting. Have the class play the game *Spelling bee* to review the vocabulary words *house, living room, bedroom, kitchen* and *bathroom.*
- Get pupils to open their books on page 19 and look at Unit 13, Lesson 1, Activity 4. Tell them what they will learn in this lesson.

4. Listen and circle.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures.

Input: Picture cues:

1a. a hand pointing at a nearby living room **1b.** a hand pointing at distant living room

2a. a hand pointing at a nearby bedroom **2b.** a hand pointing at a distant bedroom

Audio script:

1. *Linh:* Where's the living room?

Mai: It's here.

2. *Linh:* Where's the bedroom?

Mai: It's there.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the name of the room in each picture (*living room*) and play the recording of the first dialogue. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with Pictures **2a** and **2b**.

Step 2: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for pupils to double-check their answers.

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

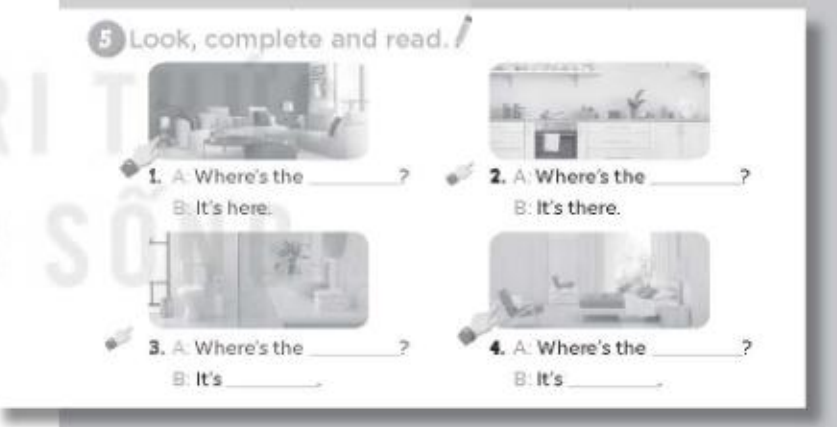
Outcome: Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about the location of a room in a house and circle the correct pictures.

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

5. Look, complete and read.

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

Input: Four picture cues and four gapped exchanges



Procedure: **Step 1:** Get pupils to look at the picture cues. Get them to identify the rooms (a living room, a kitchen, a bathroom and a bedroom).

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

Step 3: Have pupils look at the first exchange. Ask them what is missing in the sentence (*living room*). Write the answer on the board. Have them complete the gap in the question and read the completed question and answer in chorus. Repeat the same procedure with Exchanges **2**, **3** and **4**.

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

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

Key: **1.** living room **2.** kitchen **3.** bathroom; there **4.** bedroom; here

6. Let's sing.



Goal: To sing the song *Where is it?* with the correct melody and pronunciation.

Input: The lyrics and the recording of the song *Where is it?* with picture cues.

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

Step 2: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Play the recording all the way through for pupils to sing along. Introduce actions for pupils to do while singing along with the recording, for example, use hand movements to show the questions and location of the rooms.

Step 4: Put pupils into groups to practise the song and make up their own actions while singing.

Step 5: Give pupils time to practise singing and doing actions in pairs or groups.

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

Outcome: Pupils can sing the song *Where is it?* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Have the class sing the song *Where is it?* and clap or do actions while singing.
- Get pupils to open their books on page 20 and look at Unit 13, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room.

Input: – Context **a**: Mai: *This is the living room.*

– Context **b**: Linh: *Where are the chairs?* Mai: *They're in the kitchen.*

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

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

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

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

Step 5: Draw pupils' attention to the question and answer *Where are the chairs? – They're in the kitchen*. Tell pupils that the sentences are used to ask and answer about the location of the chairs in the room.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room.

2. Listen, point and say.



Goal: To correctly say the words and use *Where are the _____? – They're _____.* to ask and answer questions about the locations of things in a room.

Input: – Picture cues:

a. tables in the living room **b.** chairs in the living room

c. books on the table **d.** lamps on the table

– Speech bubbles: *Where are the _____? – They're _____.*

Audio script:

a. tables / in the living room **b.** chairs / in the living room

c. books / on the table **d.** lamps / on the table

A: Where are the tables? *A:* Where are the books?

B: They're in the living room. *B:* They're on the table.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** to **d**. Tell them about the activity. Elicit the names of things in the room. Play the recording for pupils to repeat the words under each picture a few times until they feel confident.

Step 2: Point at Picture **a** and the words under the picture (*tables / in the living room*), play the recording for pupils to repeat the words a few times. Draw pupils' attention to the gapped question and answer. Explain the meaning. Elicit the missing words and write them on the board. Play the recording for pupils to repeat the completed question and answer a few times. Remind pupils to point at the relevant things in the picture when they are repeating.

Step 3: Repeat the same procedure with Pictures **b**, **c** and **d.**

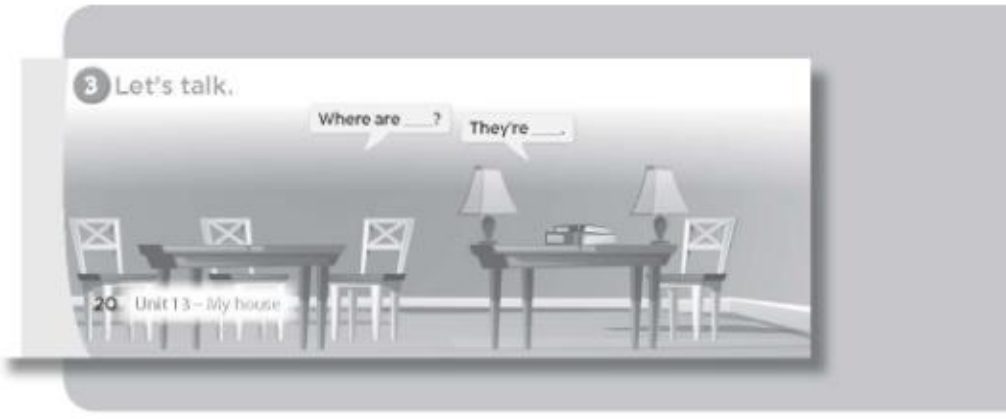
Step 4: Give pupils time to take turns asking and answering questions about the locations of things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.

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Step 5: Invite a few pairs to come to the front of the classroom, take turns pointing at the things in each picture to ask and answer questions about their locations.

Outcome: Pupils can correctly say the words and use *Where are the _____? – They're _____.* to ask and answer questions about the locations of things in a room.

3. Let's talk.



Goal: To enhance the correct use of *Where are the _____? – They're _____.* to ask and answer questions about the locations of things in a room in a freer context.

Input: – Picture cue: two tables, four chairs, two books and two lamps on a table

– Speech bubbles: *Where are the _____? – They're _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Elicit the context (see *Input*) and the missing words in the question and answer. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns pointing at the relevant things, ask and answer questions. Correct their pronunciation where necessary.

Step 2: Put pupils into pairs to ask and answer questions. Go around the classroom to offer support where necessary.

Step 3: Invite some pairs to the front of the classroom to take turns pointing at the things in the pictures to ask and answer about their locations.

Outcome: Pupils can enhance the correct use of *Where are the _____? – They're _____.* to ask and answer questions about the locations of things in a room in a freer context.

LESSON 2 (Period 4)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class and encourage them to respond to your greeting. Have pupils play the *Bingo* game to review the vocabulary words *tables, chairs, lamps, in, on where, they, living room* and *kitchen*.
- Get pupils to open their books on page 21 and look at Unit 13, Lesson 2, Activity 4. Tell them what they will learn in this lesson.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.

Input: Picture cues:

a. two lamps in the bathroom **b.** two lamps in the bedroom

c. two lamps in the living room **d.** two lamps in the kitchen

Audio script:

1. *Linh:* Where are the lamps?
   Mai: They're in the living room.
2. *Linh:* Where are the lamps?
   Mai: They're in the kitchen.
3. *Linh:* Where are the lamps?
   Mai: They're in the bathroom.
4. *Linh:* Where are the lamps?
   Mai: They're in the bedroom.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them about this activity. Elicit the location of the lamps in each picture. Use Picture **a** as an example. Play the recording the first time for pupils to listen and identify the order of Picture **a**. Play the recording again. Elicit the order of Picture **a** (3). Write Number **3** on the board. Play the recording a third time for pupils to check their answer.

Step 2: Play the recording twice for pupils to do the task with the rest of the pictures. Play the recording a third time for them to check their answers.

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

Step 4: Play the recording all the way through for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.

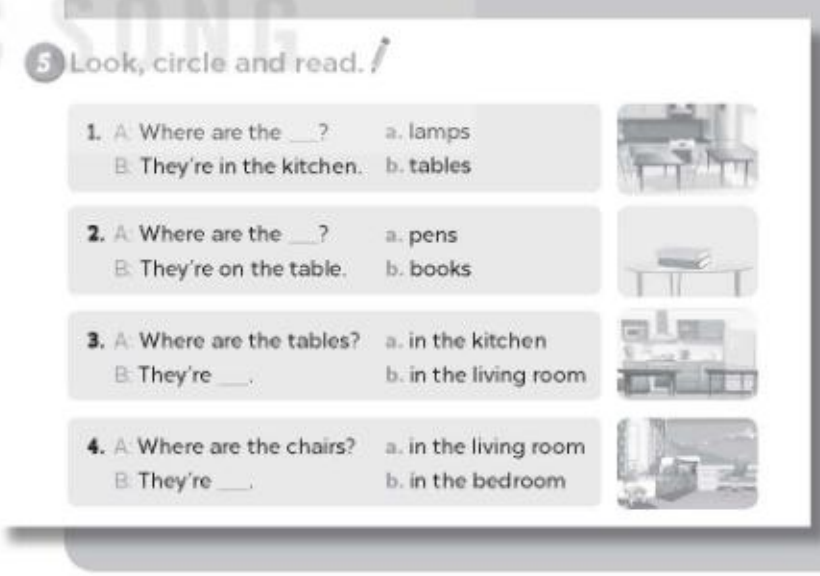
Key: **1.** c **2.** d **3.** a **4.** b

5. Look, circle and read.

Goal: To circle the correct answers to the gapped exchanges with the help of picture cues.

Input: Picture cues and four gapped exchanges

Procedure: **Step 1:** Get pupils to look at the picture cues, incomplete exchanges and their answer options. Get them to identify the rooms and things in the pictures.


5 Look, circle and read.

1. A: Where are the ___? a. lamps
   B: They're in the kitchen. b. tables

2. A: Where are the ___? a. pens
   B: They're on the table. b. books

3. A: Where are the tables? a. in the kitchen
   B: They're ___. b. in the living room

4. A: Where are the chairs? a. in the living room
   B: They're ___. b. in the bedroom

Step 2: Have pupils read the four incomplete exchanges. Draw their attention to the missing word(s) in each sentence.

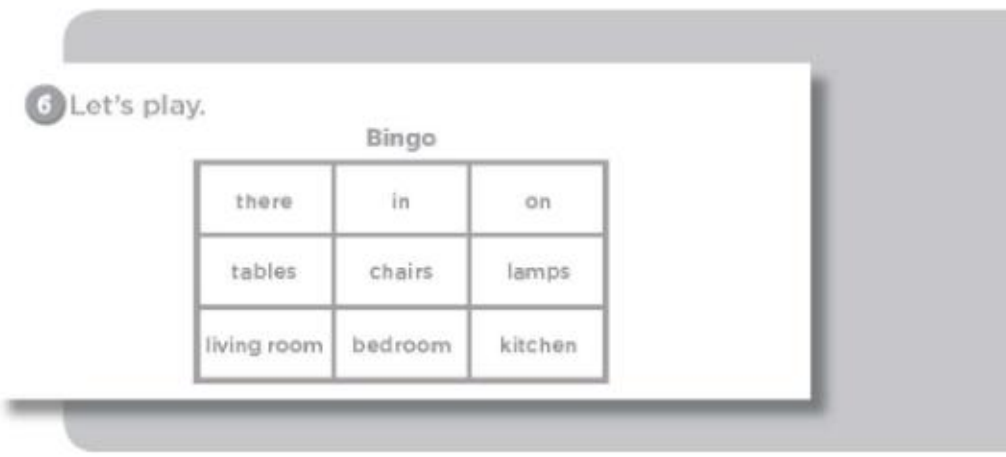
Step 3: Have pupils read Sentence **1**, the answer options and look at the relevant picture. Ask them what is missing in the question (*tables*) and read the answer options. Tell them to circle the correct answer and read the completed exchange in chorus. Repeat the same procedure with Exchanges **2**, **3**, **4**.

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

Outcome: Pupils can circle the correct answers to the gapped exchanges with the help of picture cues.

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

6. Let's play.



Bingo

Goal: To review vocabulary and structure words in relation to the topic "My house" and use them in the sentence patterns *Where's _____? – It's here / there.* and *Where are _____? – They're _____.* by playing the game *Bingo*.

Input: A 3 x 3 Bingo grid with the words *there, in, on, tables, chairs, lamps, living room, bedroom* and *kitchen* to support your instructions

Procedure: **Step 1:** Explain how to play the game: Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words for reviewing. Get pupils to copy the grid onto a paper sheet and fill their grids with the vocabulary words. Pupils need to listen carefully for the words that you'll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids. Eventually, one pupil will have crossed out all of his or her words and should call out "Bingo!" to show that he / she has finished. You should then check the pupil's grid to see that he / she has all the words you've called out.

Step 2: Give pupils time to play the game in pairs or groups. Go around the classroom to offer support where necessary.

Step 3: When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns *Where's _____? – It's here / there.* and *Where are _____? – They're _____.*

Outcome: Pupils can review the vocabulary and structure words in relation to the topic "My house", and use them in the sentence patterns *Where's _____? – It's here / there.* and *Where are _____? – They're _____.* by playing the game *Bingo*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by dividing the class into two groups. Show a few picture cards for the location of things in a room one by one. The groups ask and answer questions in turn, using the sentence patterns *Where's _____? – It's _____.* and *Where are _____? – They're _____.*
- Get pupils to open their books on page 22 and look at Unit 13, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it's a big house!* and *Wow, it's a brown house!* with the correct pronunciation and intonation.

Input: – The letter cluster ***ou***, the word *house* and the sentence *Wow, it's a big house!*

– The letter cluster ***ow***, the word *brown* and the sentence *Wow, it's a brown house!*

Procedure: **Step 1:** Draw pupils' attention to the letter cluster ***ou***, the word *house* and the sentence *Wow, it's a big house!* Play the recording and encourage pupils to point at the letter cluster / word / sentence while listening.

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

Step 3: Repeat **Steps 1** and **2** for the second letter cluster ***ow***.

Outcome: Pupils can correctly repeat the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it's a big house!* and *Wow, it's a brown house!* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *house* and *brown* while listening.

Input: Two pairs of sentences

Audio script:

1. I like a brown house.

2. I don't like a brown house.

Procedure: **Step 1:** Draw pupils' attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check the answers.

Step 2: Get pupils to swap books with a partner then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can identify the words *house* and *brown* while listening.

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

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3. Let's chant.



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

Input: The lyrics and the recording of the chant

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

Step 2: Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letter clusters ***ou*** and ***ow*** in the words *house* and *brown*.

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

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

Extension: Divide the class into two or more groups to listen to and repeat the chant in turn while the rest of the class claps along.

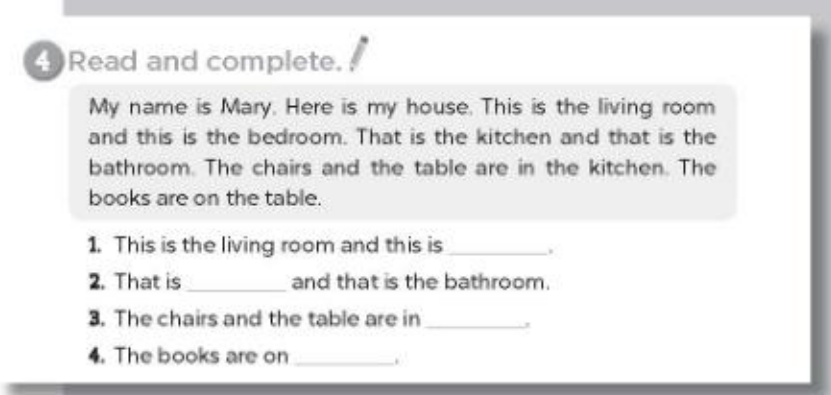
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by having the class say the chant on page 22.
- Get pupils to open their books on page 23 and look at Unit 13, Lesson 3, Activity 4. Tell them what they will learn in this lesson.

4. Read and complete.



Goal: To read a paragraph and complete sentences with the words from the paragraph.

Input: A paragraph and four gapped sentences

Procedure: **Step 1:** Tell pupils about this activity. Read the four gapped sentences as a class. Draw pupils' attention to the blank in Sentence **1**. Get pupils to scan the paragraph and find the missing words. When pupils give the correct answer, write it on the board and get the class to read the completed sentence together.

Step 2: Give pupils time to do the rest of the sentences individually. Go around the classroom to offer support.

Step 3: Get pupils to swap their answers with a partner. Then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Extension: Invite a few pupils to stand up and read the completed sentences. Praise them and get the class to clap or cheer if they have good pronunciation.

Outcome: Pupils can read a paragraph and complete four gapped sentences with the correct words from the paragraph.

Key: 1. the bedroom **2.** the kitchen **3.** the kitchen **4.** the table

5. Let's write.



Goal: To read, understand and complete a gapped text using the information from a picture cue.

Input: – A picture cue of a bedroom. There is a table in the bedroom. On the table is an open school bag showing a book and a ruler.
– The writing frame with three blanks to complete

Procedure: **Step 1:** Write the writing frame on the board. Tell pupils about this activity. Read the sentences as a class. When you reach the first gap, elicit the missing word and give feedback. Tell pupils to read and look at the picture cue to guess the missing words and complete the sentences.

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

Step 3: Invite a few pupils to stand up and read their sentences aloud.

Outcome: Pupils can read, understand and complete the gapped text with the information from a picture cue.

6. Project



Goal: To make a doll's house and tell the class about it.

Input: – Two pictures showing doll's houses
– Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc.

Procedure: **Step 1:** Tell pupils about the activity. Check their doll's houses. Stick a sample of a doll's house on the board, and write the presentation language under it. Check comprehension and give feedback. Have pupils repeat the sentences until they can say them by themselves. Model the presentation a few times.

Step 2: Invite a pupil to the front of the classroom to model the presentation. Watch and offer your support with the language.

Step 3: Put pupils into groups to rehearse their presentation. Go around the classroom to offer support where necessary.

Step 4: Invite a few pupils from different groups to present their doll's houses in front of the classroom.

Extension: Create a class display of doll's houses and vote for the best decorated one.

Outcome: Pupils can make a doll's house and tell the class about it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 14 – MY BEDROOM

Objectives

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

- correctly pronounce the sounds of the letters ***oo*** in isolation, in the words *room* and *door*, and in the sentences *There's a bed in the room.* and *The doors are big.*;
- use the words *desk, bed, doors, windows, room, big, small, new, old* and *chairs* in relation to the topic "My bedroom";
- use *There's / There are _____ in the room.* to talk about quantities of things in a room;
- use *The _____ is _____. / The _____ are _____.* to describe things in the room;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My bedroom";
- read and write about things in a room;
- find a picture of a bedroom and tell the class about things in the room;

LESSON 1 (Period 1)

Warm-up

- Greet the class. Spend a few minutes revising *Unit 13* by asking the class to do the project or sing the chant in Lesson 3 or play *Bingo* in Lesson 2.
- Have pupils open their books on page 24 and look at Unit 14, Lesson 1, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room.

Input: – Context **a**: Mai: *This is my bedroom. There's a desk in the room.*

– Context **b**: Mai: *There are two chairs in the room.*

Procedure:

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

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

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

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

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Step 5: Draw pupils' attention to the sentences *There's a desk in the room* and *There are two chairs in the room*. Tell pupils that they are used to talk about quantities of things in a room.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on quantities of things in a room.

2. Listen, point and say.



Goal: To correctly say the words and use *There's / There are _____ in the room.* to talk about quantities of things in a room.

Input: – Picture cues:

a. a desk **b.** a bed

c. two doors **d.** two windows

– Speech bubbles:

There's _____ in the room.

There are _____ in the room.

Audio script:

a. a desk **b.** a bed **c.** two doors **d.** two windows

There's a desk in the room.

There are two doors in the room.

Procedure: **Step 1:** Have pupils look at Picture **a** and elicit the name of the thing in the room. Have the class listen to the recording and repeat the word a few times. Then let them work in pairs, pointing at the pictures and saying the words until they feel confident.

Step 2: Model by getting pupils to point at the sentence *There's _____ in the room.* in the first bubble. Have them point at Picture **a** and elicit the missing words (e.g. a desk). Then get pupils to listen to the recording and repeat the sentence *There's a desk in the room.* a few times until they feel confident. Go around and offer help or correct pupils' pronunciation. Repeat the same procedure with Picture **b**.

Step 3: Repeat **Steps 1** and **2** with Picture **c**. Remind pupils that the structure *There are _____ in the room.* is used with more than one thing (e.g. Pictures **c** and **d**). Let pupils listen to the recording and repeat the sentence *There are two doors in the room.* a few times until they feel confident. Repeat the same procedure with Picture **d**.

Step 4: Give pupils time to work in pairs or groups, pointing at the pictures and saying the quantities of the things in the room. Go around and offer help.

Step 5: Invite a few pupils to point at the pictures and say the quantities of the things in the room in front of the class.

Outcome: Pupils can correctly say the words and use *There's / There are _____ in the room.* to talk about quantities of things in a room.

3. Let's talk.



Goal: To enhance the correct use of *There's / There are _____ in the room.* to talk about quantities of things in a room in a freer context.

Input: – Picture cue: some things in a bedroom

– Speech bubbles:

There's _____.

There are _____.

Procedure: **Step 1:** Have pupils look at the things in the bedroom and elicit their names. Draw pupils' attention to the singular things (e.g. *a bed, a desk*) and multiple things (e.g. *two chairs, two windows*).

Step 2: Model by getting pupils to point at the gapped sentence *There's _____.* in the first bubble. Then point at one thing in the bedroom (e.g. *a bed*), and say *There's a bed in the room / bedroom.*

Step 3: Repeat the same procedure with the gapped sentence *There are _____.* in the second bubble and one plural thing (e.g. *two chairs*) and say *There are two chairs in the room / bedroom.*

Step 4: Give pupils time to practise in pairs or groups. One pupil points at and says the quantities of things in the room / bedroom and the others listen and make comments.

Step 5: Invite a few pupils to say the quantities of things in front of the class.

Extension: If time allows, encourage pupils to point at and say about the things in the classroom. E.g. *There is a board in the classroom.*

Outcome: Pupils can enhance the correct use of *There's / There are _____ in the room.* to talk about quantities of things in a room in a freer context.

Preparation for the project: Tell pupils about the project on page 29. Ask them to find a picture of a bedroom and tell the class about it. They need to prepare the sentences that they are presenting. In Lesson 2, period 4, remind pupils of what they need to prepare for the project.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by inviting a few pupils to the front of the class to talk about things in the classroom (Activity 3, Lesson 1).
- Have pupils open their books on page 25 and look at Unit 14, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures.

Input: Picture cues:

1a. a bed in the bedroom **1b.** a desk in the bedroom

2a. two doors in the bedroom **2b.** two windows in the bedroom

Audio script:

1. This is my bedroom. There's is a bed in the room.

2. This is my bedroom. There are two windows in the room.

Procedure: **Step 1:** Have pupils look at Pictures **1a** and **1b**. Ask them some questions such as *What's this?* and *Where is it?* Then have them point at the bed in Picture **1a** and say the word *bed* or the sentence *There's a bed in the room*. Ask them to point at the desk in Picture **1b** and say the word *desk* or the sentence *There's a desk in the room*. Check comprehension.

Step 2: Play the recording of the first text for pupils to listen and tick the box next to the picture. Repeat the same procedure with Pictures **2a** and **2b**.

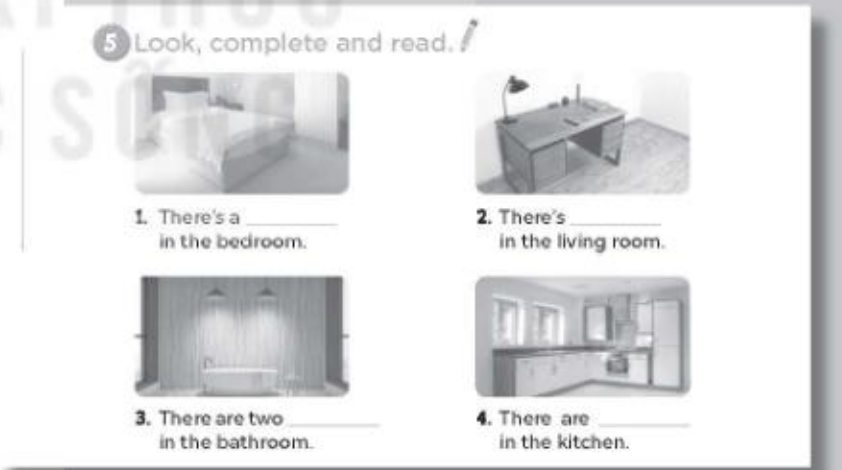
Step 3: Get pupils to swap the answers with a partner, then check answers as a class. Write the correct answers on the board.

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures.

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

5. Look, complete and read.



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

Input: – Four picture cues

– Four gapped sentences to complete

Procedure: **Step 1:** Have pupils look at the first picture. Ask them some questions such as *What's this?* and *Where is it?* Draw pupils' attention to the gap in the sentence and say what they should write. Check comprehension.

Step 2: Give pupils time to read the other gapped sentences and look at the pictures and fill in the gaps independently.

Step 3: Ask pupils to swap and check the answers. Correct the answers if necessary.

Step 4: Invite a few pupils to read the completed sentences aloud in front of the class.

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

Key: **1.** bed **2.** a desk **3.** lamps **4.** two windows

6. Let's play.



Memory game

Goal: To revise the target vocabulary items through the game *Memory game*.

Input: Six cards, each with a target vocabulary item (*bed, desk, door, window, picture*) or with a picture representing one of the target words.

Procedure: **Step 1:** Tell pupils that they are going to look at the cards for 60 seconds, memorise the words, then remember as many of the words as possible. Explain how the game is played. Check comprehension.

Step 2: Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth.

Step 3: Divide the class into groups. Remove the cloth and show the cards for 60 seconds. Then cover them again. In their groups, pupils try to say as many of the words as they can remember.

Step 4: Have the groups say the names of the things aloud. For each correct word, give them a star or a point. The group with the most stars / points wins.

Outcome: Pupils can play *Memory game* to revise the target vocabulary items learnt in the lesson.

LESSON 2 (Period 3)

Warm-up

- Spend a few minutes revising Lesson 1 by asking the class to play the game *Memory game*.
- You may invite a few pupils to point at the pictures in Activity 5 and describe them using *There is / There are* _____ *in the* _____ .
- Have pupils open their books on page 26 and look at Unit 14, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room.

Input: – Context **a**: Mai: *This is my bedroom. The door is big.*

– Context **b**: Mai: *And look! The windows are small.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *The door is big.* and *The windows are small.* to describe things in the room.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room.

2. Listen, point and say.



Goal: To correctly say the words and use *The _____ is _____. / The _____ are _____.* to describe things in the room.

Input: – Picture cues:

a. a big door **b.** a small door

c. two new chairs **d.** two old chairs

– Speech bubbles:

The _____ is _____.

The _____ are _____.

Audio script:

a. door / big **b.** door / small **c.** chairs / new **d.** chairs / old

The door is big.

The chairs are new.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the things in the room. Have pupils point at the words under the pictures, listen to the recording and repeat them.

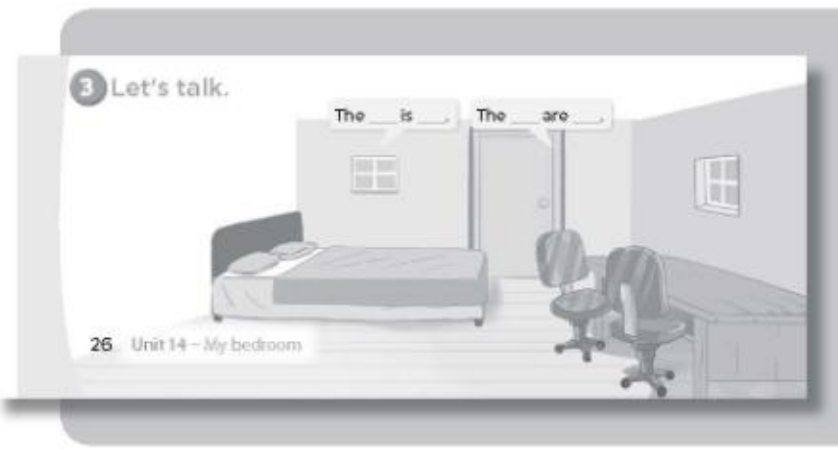
Step 2: Model by pointing to the gapped sentence *The _____ is _____.* in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. *door*) in the first gap and write an adjective under the picture (e.g. *big*) in the second gap. Then have them listen to the recording and repeat the sentence *The door is big.* a few times.

Step 3: Repeat **Step 2** with Pictures **b**, **c**, **d**. Explain that for plural things (e.g. *chairs*) they have to use the gapped sentence *The _____ are _____.* in the second bubble.

Step 4: Give pupils a time limit to practise describing things in the bedroom in pairs or groups. Then invite a few pupils to point at the things in the pictures and describe them in front of the class.

Outcome: Pupils can correctly say the words and use *The _____ is _____. / The _____ are _____.* to describe things in the room.

3. Let's talk.



Goal: To enhance the correct use of *The _____ is _____. / The _____ are _____.* to describe things in the room in a freer context.

Input: – Picture cue: A bedroom with a bed, a desk, a door, two chairs and two windows

– Speech bubbles:

The _____ is _____.

The _____ are _____.

Procedure: **Step 1:** Have pupils look at the things in a bedroom and say their names. Then encourage them to describe the things in the bedroom.

Step 2: Have pupils complete the first gapped sentence (e.g. *The bed is big.*). Then have the class listen and repeat the sentence again.

Step 3: Give pupils time to practise individually first and then in pairs or groups. Remind them that *The _____ is _____.* is used with a singular thing and *The _____ are _____.* is used with plural things. Check comprehension.

Step 4: Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well.

Extension: If time allows, have pupils point at and describe the things in the classroom (e.g. *The windows are big.*).

Outcome: Pupils can enhance the correct use of *The _____ is _____. / The _____ are _____.* to describe things in the room in a freer context.

LESSON 2 (Period 4)

Warm-up

- Spend a few minutes revising the previous lesson by letting a few pupils describe things in the picture in Activity 3 or in the classroom.
- You may invite one or two groups of pupils to play the *Memory game* using the target vocabulary items such as *big, small, old* and *new* in front of the class.
- Have pupils open their books on page 27 and look at Unit 14, Lesson 2, Activity 4.

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4. Listen and number.



Goal: To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.

Input: Picture cues:

a. a big bed in a bedroom

b. a small bed in a bedroom

c. two big chairs in a bedroom

d. two small chairs in a bedroom

Audio script:

1. There's a bed in my bedroom. It's small.

2. There's a bed in my bedroom. It's big.

3. There are two chairs in my bedroom. They're big.

4. There are two chairs in my bedroom. They're small.

Procedure: **Step 1:** Have pupils look at the pictures and ask them some questions such as *What is this?* and *What are these?* You may explain that they can see a bed in Pictures **a** and **b**, but that the bed in Picture **a** is big and the bed in Picture **b** is small. Ask them to talk about the chairs in Pictures **c** and **d**. Check comprehension.

Step 2: Play the recording all the way through so that pupils can get familiar with the characters' voices. Then play the recording for them to listen and number the pictures.

Step 3: Let them swap and check the answers before checking as a class. Correct the answers as necessary.

Step 4: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct pronunciation if necessary.

Extension: For a more able class, invite a few pupils to point at and describe the pictures (e.g. a. *The bed is big.*). The class praises if they perform well.

Outcome: Pupils can listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.

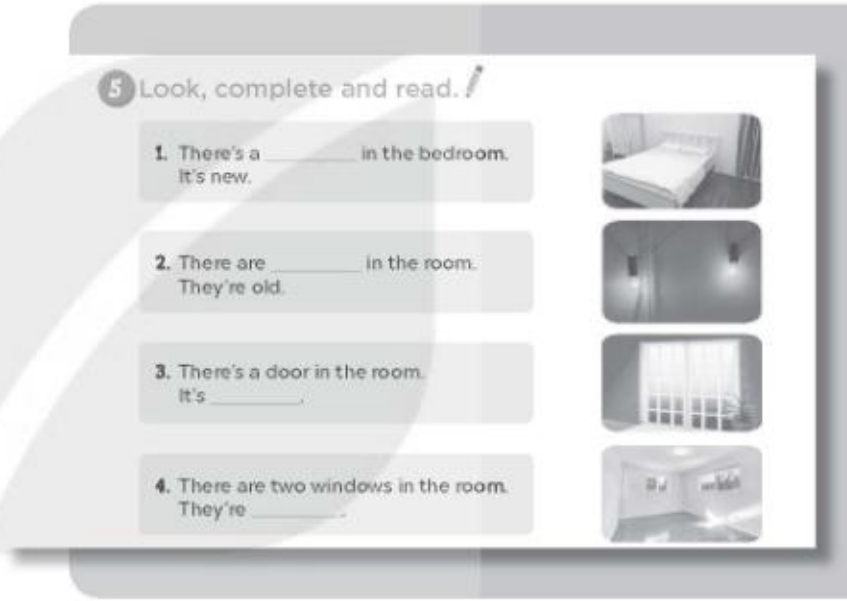
Key: 1. b **2.** a **3.** c **4.** d

5. Look, complete and read.

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

Input: – Four picture cues

– Four gapped sentences



Procedure: **Step 1:** Have pupils read the first gapped sentence. Ask them: *What is missing from sentence 1?* (e.g. *the thing in the bedroom*). Then have them look at the picture. Ask: *What's this?* (e.g. *It's a bed.*). Ask pupils what word they should use to fill the gap (e.g. *bed*). Check comprehension.

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

Step 3: Ask pupils to swap and check their answers. Correct the answers.

Step 4: Invite a few pupils to read the completed texts aloud in front of the class.

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

Key: 1. bed **2.** two lamps **3.** big **4.** small

6. Let's sing.

Goal: To sing the song *My bedroom* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *My bedroom*



Procedure: **Step 1:** Have pupils read the first verse of the lyrics. Then have them say its main idea. Draw their

attention to the thing in the bedroom (e.g. *bed*) and how it is described (e.g. *new*). Check comprehension and give feedback.

Step 2: Have pupils listen to the whole verse, drawing their attention to the pronunciation, the rhythm and the melody. Then let pupils listen to the verse and practise singing it, line by line first while clapping their hands.

Step 3: Repeat **Steps 1** and **2** with the second verse. Draw pupils' attention to the things in the bedroom (e.g. *two windows*) and how they are described (e.g. *small*).

Step 4: When pupils are familiar with the tune and melody, ask them to sing the whole song and clap their hands. You may get groups of pupils to sit face to face to practise singing and clapping their hands.

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

Outcome: Pupils can sing the song with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Invite some pupils to the front of the class to sing the song *My bedroom*. The class may sing along and do actions or clap hands.
- You may select one or two pupils to the front of the class to describe things in the classroom, e.g. *There are two doors in the classroom. They're big.*
- Ask pupils to find a picture of a bedroom as homework so that they will tell the class about it for Activity 6 (Project).
- Have pupils open their books on page 28 and look at Unit 14, Lesson 3, Activity 1.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Listen and repeat.


1 Listen and repeat.

oo	room	There's a bed in the room.
oo	door	The doors are big.

Goal: To correctly repeat the sounds of the letters ***oo*** in isolation, in the words *room* and *door*, and in the sentences *There's a bed in the room.* and *The doors are big.* with the correct pronunciation and intonation.

Input: – The letters ***oo***, the word *room* and the sentence *There's a bed in the room.*

– The letters ***oo***, the word *door* and the sentence *The doors are big.*

Procedure: **Step 1:** Have pupils look at the letters ***oo***, the word *room* and the sentence *There's a bed in the room*. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.

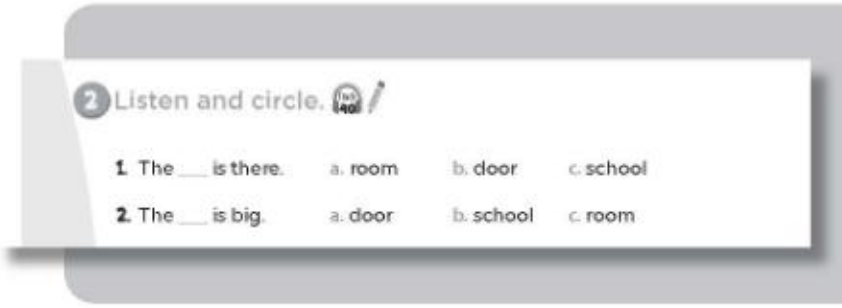
Step 2: Repeat **Step 1** for the second line. Draw their attention to the difference in pronouncing the letters ***oo*** in the word *room* and the word *door*. Check comprehension. Go around the class and correct the pronunciation if necessary.

Step 3: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.

Step 4: Ask a few pupils to say two lines in front of the class. The class listens and makes comments.

Outcome: Pupils can correctly repeat the sounds of the letters ***oo*** in isolation, in the words *room* and *door*, and in the sentences *There's a bed in the room.* and *The doors are big.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *room* and *door* while listening.

Input: Two gapped sentences, each with three options

Audio script:

1. The door is there.

2. The room is big.

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

Step 2: Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.

Step 3: Play the recording once or twice for pupils to listen and circle the correct options.

Step 4: Let pupils swap and check their answers in pairs or groups before checking as a class.

Extension: Invite a few pupils to read the completed sentences aloud in front of the class.

Outcome: Pupils can identify the target words *room* and *door* while listening.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. Let's chant.



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

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters ***oo*** and in the words *door* and *bedroom*. Check their comprehension.

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

Step 3: Play the recording of the first verse again, more than once if necessary, for pupils to do choral and individual repetition. Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.

Step 4: Repeat **Steps 1**, **2** and **3** for the second verse of the chant. Go around the class and correct pronunciation if necessary.

Step 5: Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.

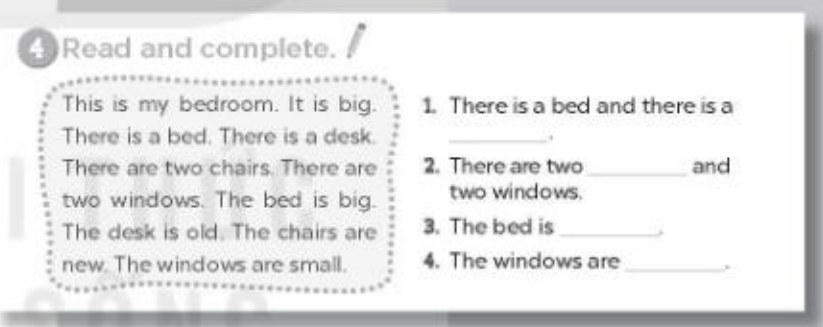
Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class and ask pupils to describe things in the classroom.
- Invite one or two groups of pupils to the front of the class to sing the chant in Activity 3. The rest of the class may sing along and clap hands.
- Get pupils to open their books on page 29 and look at Unit 14, Lesson 3, Activity 4.

4. Read and complete.


4 Read and complete.

This is my bedroom. It is big. There is a bed. There is a desk. There are two chairs. There are two windows. The bed is big. The desk is old. The chairs are new. The windows are small.

1. There is a bed and there is a _____.
2. There are two _____ and two windows.
3. The bed is _____.
4. The windows are _____.

Goal: To read the text and complete the gapped sentences.

Input: A paragraph and four gapped sentences

Procedure: **Step 1:** Tell the class the goal of this activity. Tell pupils how to complete the task: They should read the text and find the information to fill the gaps in the sentences. Check comprehension and give feedback.

Step 2: Do Sentence **1** as an example. First, have pupils read the sentence, focusing on the gap. Ask them what word is missing (one thing in the bedroom). Then have them read the text and find the appropriate word (e.g. *desk*) to fill in the gap. Check comprehension.

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

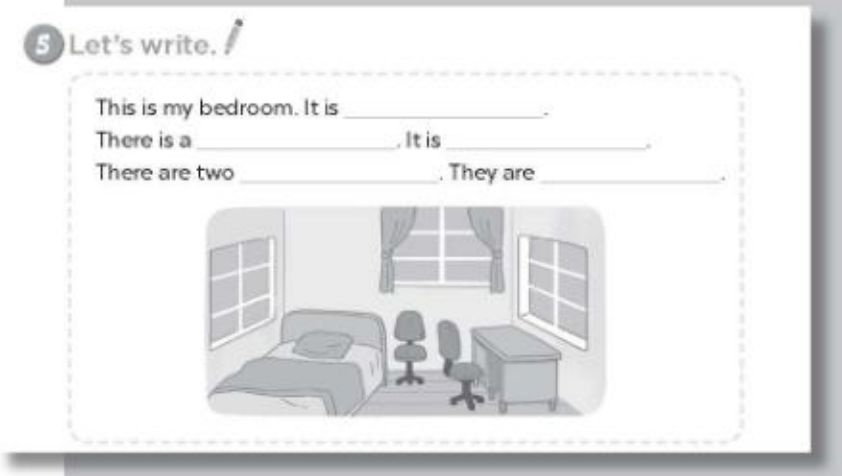
Step 4: Let pupils swap and check their answers. Correct the answers if necessary.

Step 5: Select one or two pupils to read the completed sentences in front of the class. The class makes comments. Check pronunciation if needed.

Outcome: Pupils can read the text and complete the gapped sentences.

Key: 1. desk **2.** chairs **3.** big **4.** small

5. Let's write.



Goal: To complete a gapped paragraph with the help of the picture cue.

Input: – Picture cue

– The writing frame with five blanks to complete

Procedure: **Step 1:** Tell the class the goal of this activity. Have pupils read the gapped paragraph and say what is missing. Let them look at the picture and find appropriate words to fill in the gaps. Check comprehension.

Step 2: Let pupils complete the first gap together as an example. Ask them to answer some questions such as *What does the word* ***It*** *mean?* (e.g. ***It*** means the bedroom), *What is missing?* (e.g. *big* or *small*). Then let them look at the picture and fill in the gap (e.g. *small*).

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

Step 4: In pairs or groups, ask pupils to swap their completed paragraphs before checking answers as a class.

Extension: If there is enough time, invite one pupil to read the completed text.

Outcome: Pupils can complete the gapped paragraph using the picture cue correctly.

Suggested answer: first gap: small; second gap: bed / desk; third gap: small / old; fourth gap: chairs; fifth gap: old / new

6. Project



Goal: To find a picture of a bedroom and tell the class about things in the room.

Input: A picture of a bedroom (cut from newspapers or magazines) as homework.

Procedure: **Step 1:** Tell pupils to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.

Step 2: Have them work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.

Step 3: Invite one or two pupils to show their photos and describe them in front of the class.

Outcome: Pupils can find a picture of a bedroom and tell the class about things in the room.

UNIT 15 – AT THE DINING TABLE

Objectives

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

- correctly pronounce the sounds of the letters ***ea*** in isolation, in the words *bread* and *meat*, and in the sentences *I'd like some bread, please.; Would you like some meat?;*
- use the words *bean, fish, meat, juice, egg, chicken, water, milk* and *rice* in relation to the topic "Food and drinks";
- use *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer.
- use *What would you like to eat / drink? – I'd like some _____, please.* to ask and answer questions about food and drinks;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Food and drinks";
- read and write about food and drinks;
- do a survey with classmates and tell the class about food and drinks they would like to eat or drink.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have pupils sing the song *My bedroom* in Unit 14.
- Get pupils to open their books on page 30 and look at Unit 15, Lesson 1, Activity 1.
- Write the title *At the dining table* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone's offer.

Input: – Context **a**: Mother: *Would you like some rice?* Nam: *Yes, please.*

– Context **b**: Father: *Would you like some juice?* Nam: *No, thanks.*

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

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

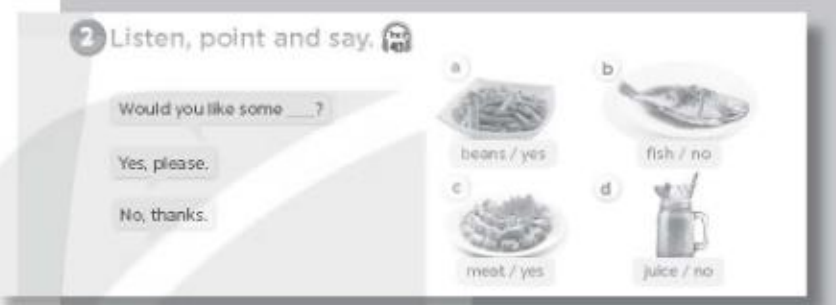
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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

Step 5: Draw pupils' attention to the question *Would you like some rice?* and the answer *Yes, please.* and the question *Would you like some juice?* and the answer *No, thanks.* Tell pupils that they are the questions and the answers about offering someone food or drinks and accepting or declining someone's offer.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone's offer.

2. Listen, point and say.



Goal: To correctly say the words and use *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer.

Input: – Picture cues:

a. a plate of beans **b.** a plate of fish

c. a plate of meat **d.** a bottle of juice

– Speech bubbles: *Would you like some _____? – Yes, please. / No, thanks.*

Audio script:

a. beans / yes **b.** fish / no **c.** meat / yes **d.** juice / no

A: Would you like some beans?

B: Yes, please.

A: Would you like some fish?

B: No, thanks.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the food and drink.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*Would you like some beans? – Yes, please.*). Point at Picture **b** and have pupils listen and repeat after the recording (*Would you like some fish? – No, thanks.*).

Step 4: Have pairs practise asking and answering the question *Would you like some _____? – Yes, please./ No, thanks.* with Pictures **c** and **d**.

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

Outcome: Pupils can correctly say the words and use *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. Let's talk.



Goal: To enhance the correct use of *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer in a freer context.

Input: – Picture cue: A family at the dining table: father, mother, their son and daughter are having lunch. There is some food and drinks on the table such as rice, fish, beans and juice.

– Speech bubbles: *Would you like some _____? – Yes, / No, _____.*

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

Step 2: Put pupils into pairs and encourage them to offer someone food or drinks and accept or decline someone's offer.

Step 3: Invite some pairs to the front of the class to perform the conversations.

Outcome: Pupils can enhance the correct use of *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer in a freer context.

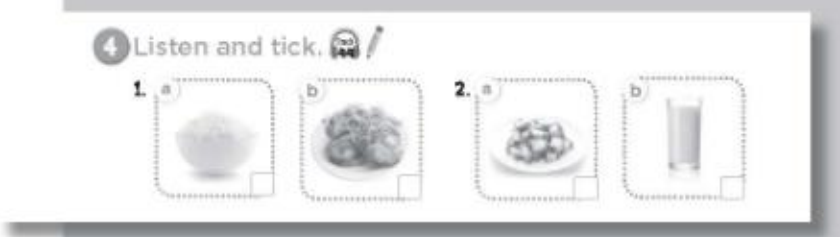
Preparation for the project: Tell pupils about the project on page 35. Ask them to do it in class by doing a survey with classmates (interviewing) and report the results to the class at Project time about food and drinks they would like to eat and drink.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising how to use *Would you like some _____? – Yes, please. / No, thanks.* to offer someone food or drinks and accept or decline someone's offer.
- Get pupils to open their books on page 31 and look at Unit 15, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts about food and drinks and tick the correct pictures.

Input: – Picture cues:

1a. a bowl of rice **1b.** a plate of fish

2a. a plate of meat **2b.** a glass of juice

Audio script:

1. *A:* Would you like some fish? *B:* Yes, please.

2. *A:* Would you like some juice? *B:* Yes, please.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the names of the food. Play the recording for Question **1**.

Step 2: Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.

Step 3: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.

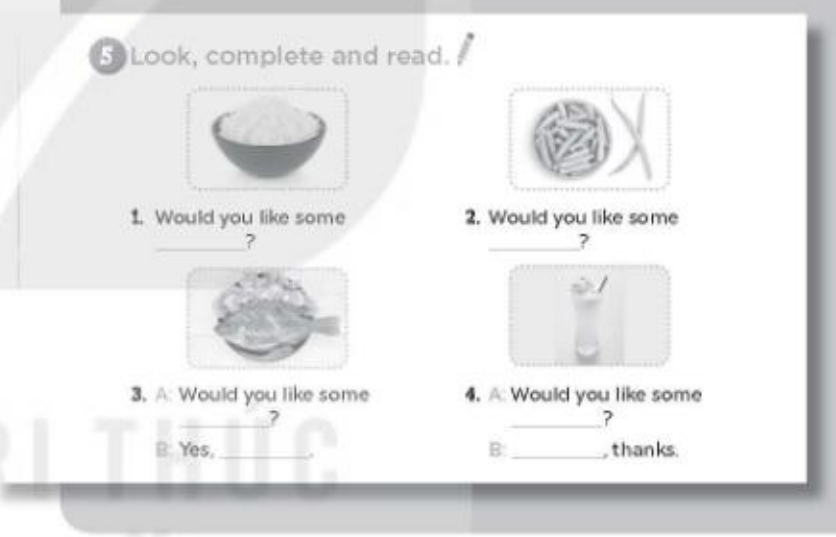
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts about food and drinks and tick the correct pictures.

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

5. Look, complete and read.

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



Input: – Four picture cues

– Two sentences and two dialogues to complete

Procedure: **Step 1:** Have pupils look at the pictures and identify the names of food and drinks in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the first question. Ask them what word is missing in the question (*rice*). Then have them complete the question (*Would you like some rice?*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the gaps in the questions and answers individually and ask a few pairs to read them aloud.

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

Key: 1. rice **2.** beans **3.** fish; please **4.** juice; No

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

6. Let's sing.



Goal: To sing the song *Would you like some …?* with the correct melody and pronunciation.

Input: The lyrics and the recording of the song *Would you like some …?*

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

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

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

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

Step 5: Introduce actions for pupils to do while singing along with the recording.

Extension: Put pupils into groups to make up actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along.

Outcome: Pupils can sing the song *Would you like some …?* with the correct melody and pronunciation.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *Would you like some …?*
- Get pupils to open their books on page 32 and look at Unit 15, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink.

Input: – Context **a**: Staff: *What would you like to eat?* Nam: *I'd like some bread, please.*

– Context **b**: Staff: *What would you like to drink?* Mai: *I'd like some milk, please.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What would you like to eat?* and the answer *I'd like some bread, please.* and the question *What would you like to drink?* and the answer *I'd like some milk, please.* Tell pupils that they are the questions and the answers about what Nam and Mai would like to eat and drink.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink.

2. Listen, point and say.



Goal: To correctly say the words and use *What would you like to eat / drink? – I'd like some _____, please.* to ask and answer questions about what someone would like to eat or drink.

Input: – Picture cues:

a. some eggs **b.** some chicken

c. a bottle of water **d.** a box of milk

– Speech bubbles: *What would you like to eat / drink? – I'd like some _____, please.*

Audio script:

a. eggs **b.** chicken **c.** water **d.** milk

A: What would you like to eat?

B: I'd like some eggs, please.

A: What would you like to drink?

B: I'd like some water, please.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the food and drinks.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*What would you like to eat? – I'd like some eggs, please.*). Point at Picture **c** and have pupils listen and repeat after the recording (*What would you like to drink? – I'd like some water, please.*).

Step 4: Have pairs practise asking and answering the question *What would you like to eat / drink? – I'd like some _____, please.* with Pictures **b** and **d**.

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

Outcome: Pupils can correctly say the words and use *What would you like to eat / drink? – I'd like some _____, please.* to ask and answer questions about what someone would like to eat or drink.

3. Let's talk.



Goal: To enhance the correct use of *What would you like to eat / drink? – I'd like some _____, please.* to ask and answer questions about what someone would like to eat or drink in a freer context.

Input: – Picture cue: Mai is at the school canteen. A member of staff serves food like rice, bread, fish, chicken, meat, eggs, beans, and some drinks like water, milk and juice. Mai wants something to eat or drink.

– Speech bubbles: *What would you like to eat / drink? – _____.*

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions about what someone would like to eat or drink. Go around the classroom to offer support.

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

Outcome: Pupils can enhance the correct use of *What would you like to eat / drink? – I'd like some _____, please.* to ask and answer questions about what someone would like to eat or drink in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson. Get a few pairs to ask and answer questions about what someone would like to eat or drink in front of the class with the help of picture cues.
- Get pupils to open their books on page 33 and look at Unit 15, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts to ask and answer questions about food and drinks and number the correct pictures.

Input: Picture cues: **a.** a glass of milk **b.** a bottle of water
c. some beans **d.** some meat

Audio script:

1. *A:* What would you like to eat?

B: I'd like some beans, please.

2. *A:* Would you like some meat?

B: Yes, please.

3. *A:* What would you like to drink?

B: I'd like some milk, please.

4. A: Would you like some water?

B: Yes, please.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the names of the food and drinks. Play the recording for pupils to listen.

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

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

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

Outcome: Pupils can listen to and understand four communicative contexts to ask and answer questions about food and drinks and number the correct pictures.

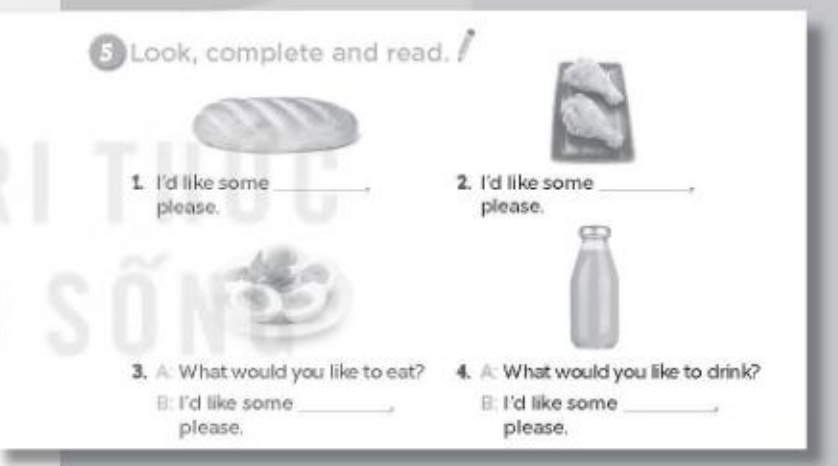
Key: **1.** c **2.** d **3.** a **4.** b

5. Look, complete and read.

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

Input: – Four picture cues

– Two gapped sentences and two gapped dialogues to complete



Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.

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

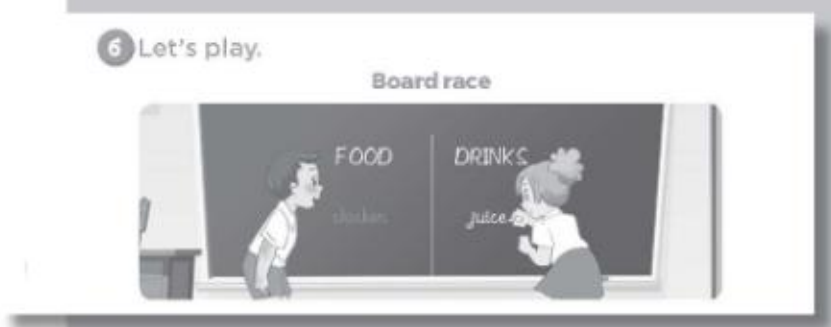
Step 3: Model Picture **1**. Have pupils look at the first sentence. Ask them what word is missing in the gap (*bread*). Then have them complete the sentence (*I'd like some bread, please.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

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

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

Key: **1.** bread **2.** chicken **3.** eggs **4.** juice

6. Let's play.



Board race

Goal: To revise target words about food and drinks by playing the game *Board race*.

Input: Board markers or chalks with different colours

Procedure: **Step 1:** Tell pupils that they are going to play the game *Board race*. Write *Food* and *Drinks* on opposite sides of the board.

Step 2: Divide the class into two teams and have those teams line up facing the board. Pupils at the front should be a few metres away from the board. Give pupils at the front board markers or chalk with different colours (e.g. Team A uses a red marker / chalk, Team B uses a white marker / chalk). When you say "Go", the teams have to race to write the name of a food or drinks. Each pupil writes one word at a time before passing the marker / chalk to the next pupil and going to the back of the line.

Step 3: Explain that a pupil who makes spelling mistakes or writes a word of food or drink under the wrong category will be out of the game.

Step 4: At the end of the game, announce the winner for the team that has written more correct words.

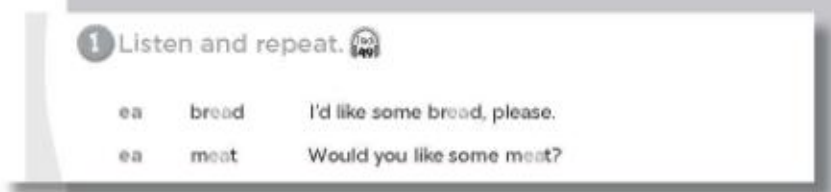
Outcome: Pupils can revise target words about food and drinks by playing the game *Board race*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have the class play the game *Board race*.
- Get pupils to open their books on page 34 and look at Unit 15, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***ea*** in isolation, in the words *bread* and *meat*, and in the sentences *I'd like some bread, please.* and *Would you like some meat?* with the correct pronunciation and intonation.

Input: – The letters ***ea***, the word *bread* and the sentence *I'd like some bread, please.*

– The letters ***ea***, the word *meat* and the sentence *Would you like some meat?*

Procedure: **Step 1:** Draw pupils' attention to the letters ***ea***, the word *bread* and the sentence *I'd like some bread, please.* Play the recording and encourage them to point at the cluster / word / sentence while listening.

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

Step 3: Repeat **Steps 1** and **2** for the letters ***ea***, the word *meat* and the sentence *Would you like some meat?*

Outcome: Pupils can correctly repeat the sounds of the letters ***ea*** in isolation, in the words *bread* and *meat*, and in the sentences *I'd like some bread, please.* and *Would you like some meat?* with the correct pronunciation and intonation.

2. Listen and tick.


2 Listen and tick.

1. I'd like some ___, please. ☐ a. meat ☐ b. bread ☐ c. beans
2. Would you like some ___? ☐ a. bread ☐ b. beans ☐ c. meat

Goal: To identify the target words *bread* and *meat* while listening.

Input: Two gapped sentences, each with three options.

Audio script:

1. I'd like some bread, please.

2. Would you like some meat?

Procedure: **Step 1:** Draw pupils' attention to the sentences and the gap-fill options (a, b and c).

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

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

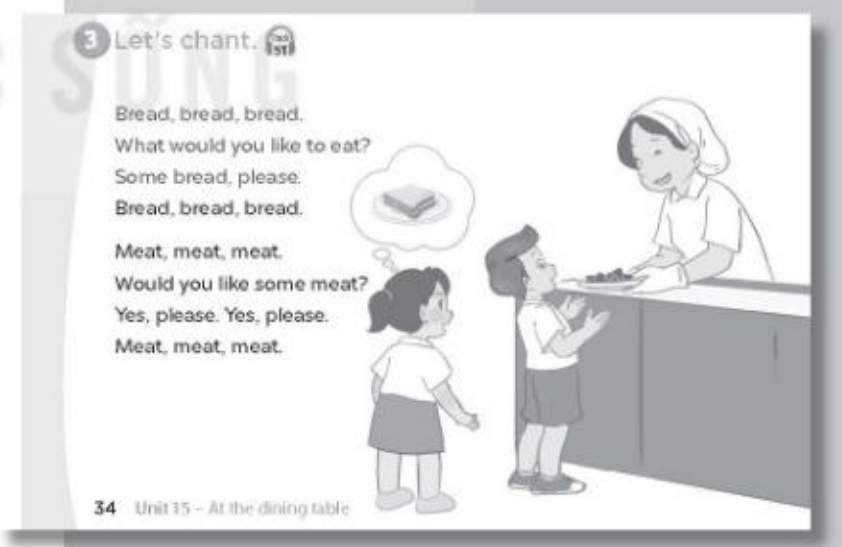
Step 4: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can identify the target words *bread* and *meat* while listening.

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

3. Let's chant.


3 Let's chant.

Bread, bread, bread.
What would you like to eat?
Some bread, please.
Bread, bread, bread.

Meat, meat, meat.
Would you like some meat?
Yes, please. Yes, please.
Meat, meat, meat.

34 Unit 15 – At the dining table

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

Input: The lyrics and the recording of the chant.

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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***ea*** in the words *bread* and *meat*.

Step 3: Play the recording line by line while pupils listen and repeat. Correct their pronunciation, if necessary.

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

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

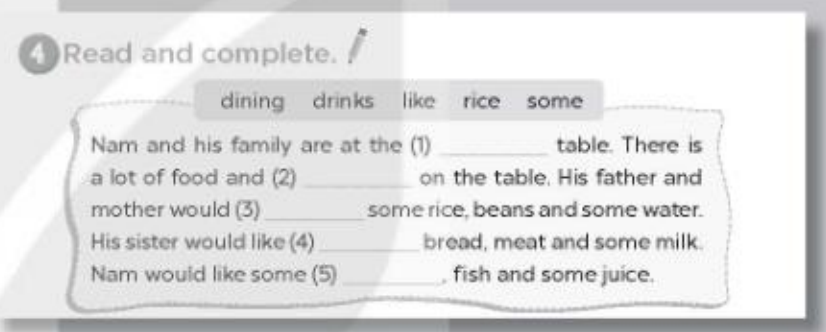
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 34.
- Get pupils to open their books on page 35 and look at Unit 15, Lesson 3, Activity 4.

4. Read and complete.


4 Read and complete.

dining drinks like rice some

Nam and his family are at the (1) _____ table. There is a lot of food and (2) _____ on the table. His father and mother would (3) _____ some rice, beans and some water. His sister would like (4) _____ bread, meat and some milk. Nam would like some (5) _____ fish and some juice.

Goal: To read and complete a text with the correct words.

Input: An incomplete text with words in the box

Procedure: **Step 1:** Draw pupils' attention to the words provided in the box and the five gaps in the passage.

Step 2: Have pupils work individually.

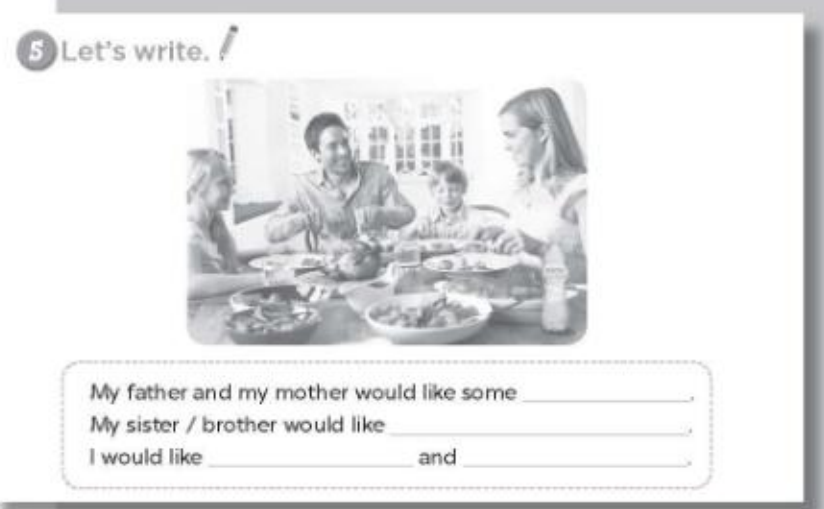
Step 3: Set a time limit for pupils to complete the activity. Go around the classroom to monitor their reading task.

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

Outcome: Pupils can read and complete a text with the correct words.

Key: **1.** dining **2.** drinks **3.** like **4.** some **5.** rice

5. Let's write.


5 Let's write.

My father and my mother would like some _____.
My sister / brother would like _____.
I would like _____ and _____.

Goal: To complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps.

Input: – A picture cue

– The writing frame with four blanks to complete

Procedure: **Step 1:** Write the first incomplete sentence on the board: *My father and mother would like some _____.*

Step 2: Read the incomplete sentence together as a class. Elicit the words pupils have to use in the gap and encourage them to say the answers.

Step 3: Give pupils time to write the answers in their notebooks.

Step 4: Repeat **Steps 1** to **3** for Sentences **2**, **3**.

Outcome: Pupils can complete a paragraph about what a pupil and his / her family members would like to eat and drink by writing the target words in the gaps.

6. Project



Goal: To do a survey with classmates to find out what they would like to eat and drink, then tell the class about the results.

Input: – The instructions: Ask three classmates: *What would you like to eat and drink?* Complete the table with their answers. Tell the class about them.

Name	Food	Drinks
1. *Lan* **2.** **3.**	*fish*	*juice*

– An example sentence: *Lan would like some fish and juice.*

Procedure: **Step 1:** Draw the table on the board. Ask a pupil: *What would you like to eat and drink?*, then write their name and answers in the table.

Step 2: Tell pupils to draw their own tables in their notebooks.

Step 3: Explain to pupils that they should move around the classroom and find three classmates to ask. Remind them to write their answers in the table before moving on to the next person.

Step 4: Allow enough time for all pupils to complete their tables. Go around the classroom to monitor and offer support.

Step 5: Call a few pupils to report the results to the class by saying: (name) *would like some ... and ...*

Outcome: Pupils can interview classmates to find out what they would like to eat and drink, then share the results with the class.

REVIEW 3

Objectives

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

– correctly use the following sentence patterns:
  - *Who's this / that? – It's my _____.*
  - *How old is he / she? – He's /She's _____.*
  - *What's his / her job? – He's / She's _____.*
  - *Is he / she _____? – Yes, he / she is. / No, he / she isn't.*
  - *Where's the _____? – It's here / there.*
  - *Where are the _____? – They're _____.*
  - *There's / There are _____ in the room.*
  - *The _____ is _____.; The _____ are _____.*
  - *Would you like some _____? – Yes, please. / No, thanks.*
  - *What would you like to eat / drink? – I'd like some _____, please.*
– take part in three fun activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

– Greet the class and encourage pupils to respond to your greeting. Then spend a few minutes revising *Unit 15* by having them say the chant in Lesson 3. Encourage pupils to clap while saying the chant. Praise them when their pronunciation is good.
– Have pupils open their books on page 36 and look at Review 3. Tell them what they will learn in this unit.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts and tick the correct pictures.

Input: Picture cues:

1a. a father

1b. a mother

2a. a mother working as a doctor

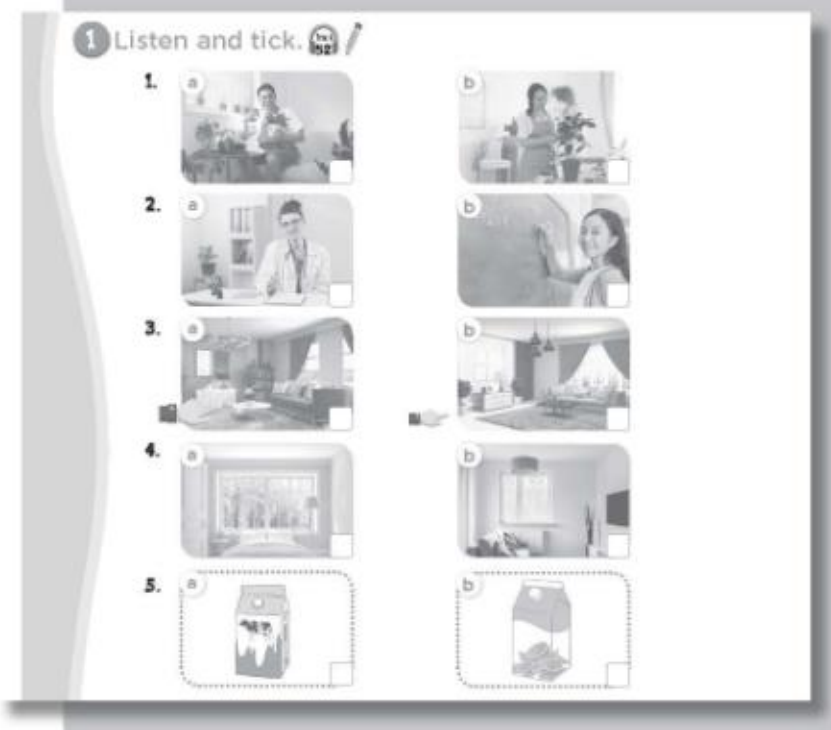
2b. a mother working as a teacher

3a. a living room (near)

3b. a living room (far)

4a. a big window

4b. a small window



5a. a carton of milk

5b. a carton of juice

Audio script:

1. *A:* Who's this?

B: It's my father.

2. *A:* What's her job?

B: She's a doctor.

3. *A:* Where's the living room?

B: It's there.

4. The window is small.

5. *A:* What would you like to drink?

B: I'd like some milk, please.

Procedure:

Step 1: Draw pupils' attention to Pictures **1a** and **1b**. Elicit the characters in each picture. Check comprehension.

Step 2: Play the recording for pupils to listen to Question **1**. Ask pupils to listen and circle the correct answer **a** or **b**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

Step 3: Repeat the same procedure with the rest of the pictures: **2a – 2b**, **3a – 3b**, **4a – 4b** and **5a – 5b**.

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

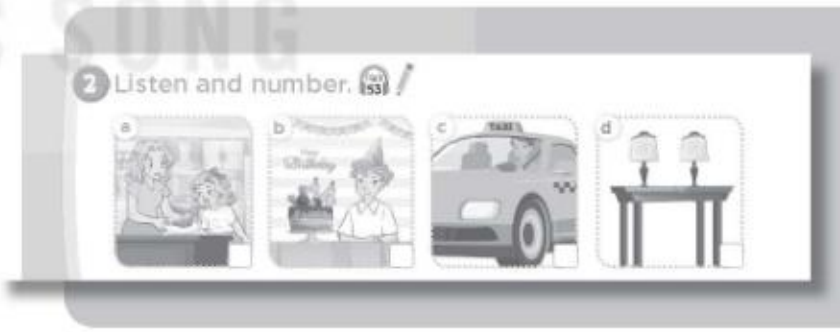
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand five communicative contexts and tick the correct pictures.

Key: **1.** a **2.** a **3.** b **4.** b **5.** a

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2. Listen and number.



Goal: To listen to and understand four communicative contexts and number the correct pictures.

Input: Picture cues:

a. a mother giving chicken to her daughter

b. a boy sitting near a birthday cake with the number *14* on it

c. a father driving a taxi

d. two lamps on a table

Audio script:

1. *A*: How old is your brother?

B: He's fourteen years old.

2. *A*: What's his job?

B: He's a driver.

3. *A*: Where are the lamps?

B: They're on the table.

4. *A*: Would you like some chicken?

B: Yes, please.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the context of each picture (see *Input*).

Step 2: Play the recording for pupils to listen and number the pictures. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

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

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

Outcome: Pupils can listen to and understand four communicative contexts and number the correct pictures.

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

Period 2

3. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of target sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to the first sentence (1. *How old is your sister?*). Read it together as a class. Check comprehension.

Step 2: Draw pupils' attention to the Sentences **a** to **e** on the right. Ask them to read and choose the correct answer to Question **1**, then match. When pupils answer correctly, tell them to draw a line to match the question to the answer. Repeat the same procedure with the rest of the questions.

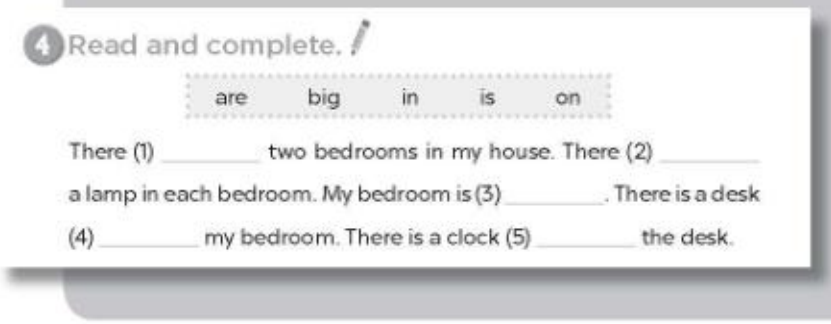
Step 3: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

Extension: Invite pairs of pupils to stand up and read aloud the matched exchanges.

Outcome: Pupils can read and match pairs of target sentence patterns.

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

4. Read and complete.



Goal: To read and complete a gapped text.

Input: An incomplete text with answer options

Procedure: **Step 1:** Draw pupils' attention to the first sentence *There (1) _____ two bedrooms in my house*. Write it on the board.

Step 2: Draw pupils' attention to the word cues to choose the correct word to fill in the gap in the first sentence. When pupils answer correctly, tell them to read and complete the sentence. Repeat the same procedure with the rest of the text.

Step 3: Get pupils to swap books with a partner, then check answers together as a class.

Extension: Invite some pupils to stand up and read aloud the completed text.

Outcome: Pupils can read and complete a gapped text with the words in relation to the topics of *My houses* and *My bedrooms*.

Key: 1. are **2.** is **3.** big **4.** in **5.** on

5. Ask and answer.



Goal: To read and answer questions using picture cues.

Input: – Four picture cues

– Questions

Procedure: **Step 1:** Draw pupils' attention to the first picture. Get them to identify the people in the picture. Check pupils' comprehension.

Step 2: Draw pupils' attention to Question **1** (1. *Who's this?*). Have pupils point to each person in the picture to answer the question. Repeat the same procedure with the rest of the questions.

Step 3: Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

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

Outcome: Pupils can ask and answer four questions using picture cues.

FUN TIME

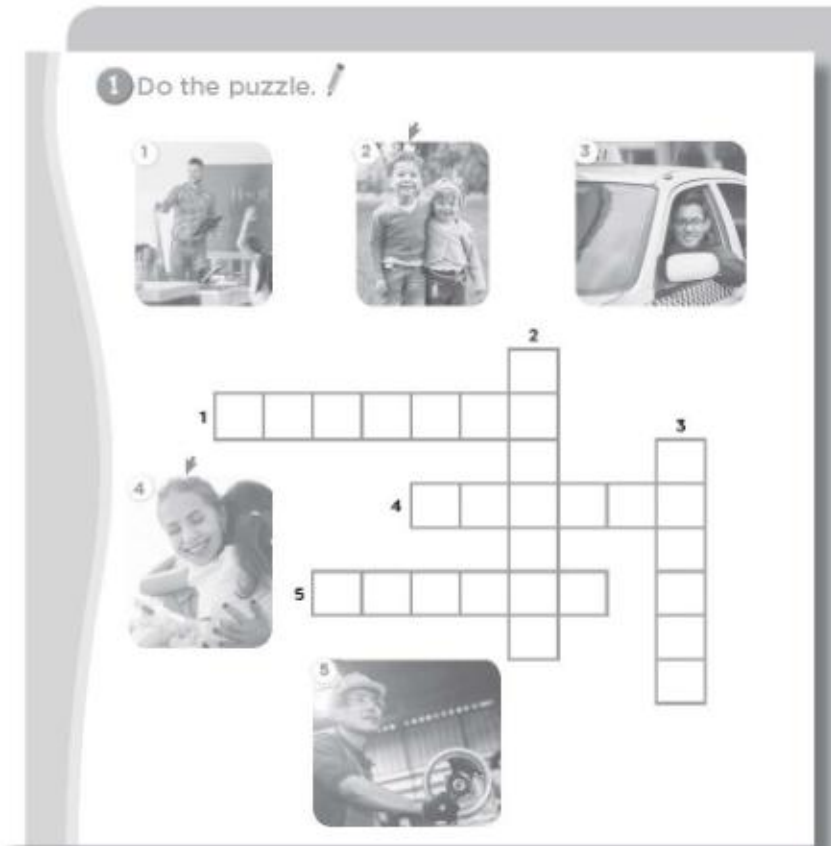
Period 3

Warm-up

– Greet the class and have pupils sing any songs from *Units 11* to *15*.

– Have pupils open their books on page 38 and look at *Fun time*.

1. Do the puzzle.



Goal: – To revise the spelling of five words: *teacher, brother, driver, mother* and *worker*.

– To improve pupils' speed and flexibility when checking vocabulary.

Input: Picture cues:

1. a teacher **2.** a brother

3. a driver **4.** a mother

5. a worker

Procedure: **Step 1:** Have pupils look at the puzzle. Ask: *Who do you see in the pictures?* Stick the flash cards of the words, one by one, on the board. Point to each word on the board, and have pupils say the word as a class.

Step 2: Point at Picture **1**, elicit the word, write it in the crossword as an example. Tell pupils to repeat the same procedure with the other picture cues.

Step 3: Check the answers as a class.

Outcome: Pupils can complete the crossword using the picture cues.

Key:

							2				
							b				
1	t	e	a	c	h	e	r			3	
							o			d	
					4	m	o	t	h	e	r
							h			i	
5	w	o	r	k	e	r				v	
							r			e	
										r	

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2. Quiz time



Goal: To use the target vocabulary and sentence patterns to carry out a survey

Input: A table for completion

Procedure: **Step 1:** Tell pupils that each of them needs to interview three different classmates to find out their favourite food or drinks.

Step 2: Gives pupils 10 minutes to circulate and complete their survey tables.

Step 3: After pupils have interviewed their classmates and taken notes, give them another 5 to 10 minutes to prepare to share their findings.

Step 4: Invite different pupils to come to the front of the class and share their findings.

Outcome: Pupils can use the target vocabulary and sentence patterns to carry out a survey.

3. Circle the healthy foods.



Goal: To identify healthy and unhealthy foods.

Input: Seven pictures showing both healthy and unhealthy foods

Procedure: **Step 1:** Draw pupils' attention to the pictures and elicit the names of the foods: *apple, chips, water, rice, fish, noodles, cake.*

Step 2: Put pupils into pairs and tell them to work together to circle the healthy foods.

Step 3: Display a picture of an apple on the board. Ask pupils if it is healthy or unhealthy. When they answer correctly, write *healthy* under the picture and model it for pupils to repeat. Repeat the same procedure with the other foods. If a food is unhealthy, write *unhealthy* under the picture.

Outcome: Pupils can identify healthy and unhealthy foods.

UNIT 16 – MY PETS

Objectives

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

- correctly pronounce the sounds of the letter ***o*** in isolation, in the words *dog* and *goldfish* and in the sentences *Do you have any dogs?* and *How many goldfish do you have?;*
- use the words *birds, cats, dogs, parrots, rabbits* and *goldfish* in relation to the topic "My pets";
- use *some* and *many* to identify the quantity of pets;
- use *Do you have any _____? – Yes, I do. / No, I don't.* to ask and answer questions about having pets;
- use *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My pets";
- read and write about pets;
- show the photos of pets and tell to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Have pupils sing the song *Would you like some ...?* from *Unit 15*.
- Spend a few minutes inviting some pupils to present their survey projects from Unit 15. Praise the presenters and get the class to cheer or clap their hands if the presenters do a good job.
- Have pupils open their books on page 40 and look at Unit 16, Lesson 1, Activity 1. Write the title *My pets* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on having pets.

Input: – Context **a**: Minh: *I have a dog. Do you have any dogs?* Lucy: *Yes, I do.*

– Context **b**: Bill: *I have two cats. Do you have any cats?* Mai: *No, I don't. I have one dog.*

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

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

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

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

Step 5: Draw pupils' attention to the questions *Do you have any cats / dogs?* and the answers *Yes, I do. / No, I don't.* Tell pupils that they are questions and answers about pets.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on having pets.

2. Listen, point and say.



Goal: To correctly say the words *birds, parrots, rabbits, cats* and use *Do you have any _____? – Yes, I do. / No, I don't.* to ask and answer questions about having pets.

Input: – Picture cues:

a. three birds **b.** two parrots **c.** three rabbits **d.** four cats

– Speech bubbles:

Do you have any _____? – Yes, I do. / No, I don't.

Audio script:

a. birds / yes **b.** parrots / no

c. rabbits / yes **d.** cats / no

A: Do you have any birds? *A:* Do you have any parrots?

B: Yes, I do. *B:* No, I don't.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the pets.

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

Step 3: Point at the speech bubble and Picture **a** and have pupils listen and repeat after the recording (*Do you have any birds? – Yes, I do.*). Point at the speech bubble and Picture **b** and have pupils listen and repeat after the recording (*Do you have any parrots? – No, I don't.*).

Step 4: Have pairs practise asking and answering the question *Do you have any _____? – Yes, I do. / No, I don't.* with Pictures **c** and **d.**

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

Outcome: Pupils can correctly say the words and use *Do you have any _____? – Yes, I do. / No, I don't.* to ask and answer questions about having pets.

3. Let's talk.



Goal: To enhance the correct use of *Do you have any _____? – Yes, I do. / No, I don't.* to ask and answer questions about having pets in a freer context.

Input: – Picture cue: One parrot, one rabbit, two cats and three birds are in the garden.

– Speech bubbles: *Do you have any _____? – Yes, / No, _____.*

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

Step 2: Put pupils into groups of four. Tell them to ask and answer questions using *Do you have any _____? – Yes, / No, _____.* Go around the classroom to offer support.

Step 3: Invite some pupils to the front of the class to ask and answer questions about their pets.

Outcome: Pupils can enhance the correct use of *Do you have any _____? – Yes, I do. / No, I don't.* to ask and answer questions about having pets in a freer context.

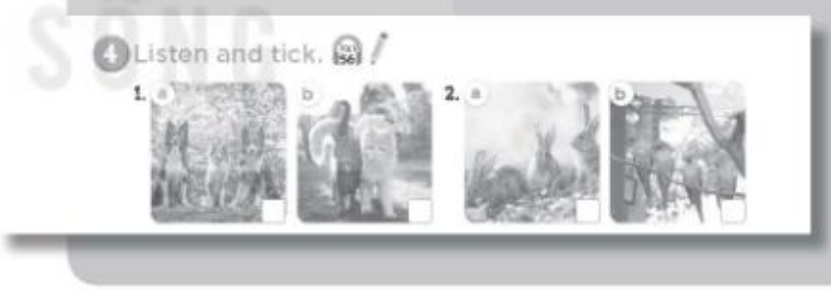
Preparation for the project: Tell pupils about the project on page 45. Ask them to prepare the photos of their pets to share with the class and introduce about their pets. They need to prepare the captions for the photos. In Lesson 2, Period 4, remind pupils again of what they need to prepare for the project.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Have the class play the game *Spelling Bee* with the words *dog, cat, bird, parrot* and *rabbit*. When the game is over, divide the class into two groups to take turns asking and answering the question *Do you have any _____?* Say each word and use your hands to prompt the answers *Yes, I do. / No, I don't.*
- Have pupils open their books on page 41 and look at Unit 16, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about having pets and tick the correct pictures.

Input: Picture cues:

1a. three dogs **1b.** two cats **2a.** three rabbits **2b.** four parrots

Audio script:

1. *A*: Do you have any cats?

B: Yes, I do.

2. *A*: Do you have any rabbits?

B: Yes, I do.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the word for each pet while pointing at the corresponding picture, and play the

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recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the second exchange.

Step 2: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

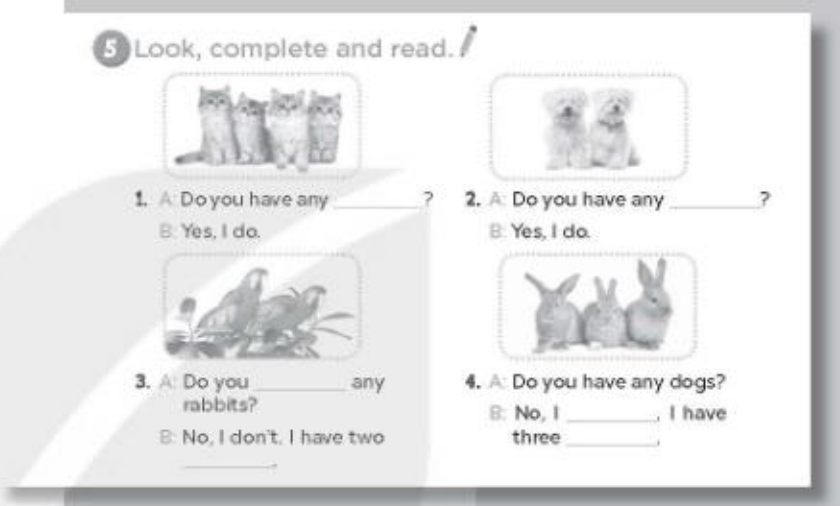
Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about having pets and tick the correct pictures.

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

5. Look, complete and read.



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

Input: Four picture cues and four target gapped dialogues.

Procedure: **Step 1:** Have pupils look at the pictures and identify the pets in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the question (*cats*). Then have them complete the gap. Repeat the same procedure with Pictures **2**, **3** and **4**.

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

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

Key: 1. cats **2.** dogs **3.** have; parrots **4.** don't; rabbits

6. Let's sing.



Goal: To sing the song *My pets* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *My pets* with picture cues.

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage pupils to answer questions such as *Do you have any dogs?* and *Do you have any cats?* Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and melody.

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Step 2: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Play the recording all the way through for pupils to sing along.

Step 4: Introduce actions for pupils to do while singing along with the recording.

Step 5: Put pupils into groups to practise the song and make up their own actions while singing.

Step 6: Invite groups to the front of the class to perform the song while the rest of the class sings and / or claps along.

Outcome: Pupils can sing the song *My pets* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *My pets* and clap their hands or do actions while singing.
- Have pupils open their books on page 42 and look at Unit 16, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has.

Input: – Context **a**: Ben: *I have two rabbits. How many rabbits do you have?* Lucy: *I have many.*

– Context **b**: Linh: *These are my goldfish. How many goldfish do you have?* Bill: *I have some.*

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

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

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

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

Step 5: Draw pupils' attention to the questions *How many rabbits / goldfish do you have?* and the answers *I have many. / I have some.* Tell pupils that they are questions and answers about the quantity of pets.

Outcome: Pupils can understand and correctly repeat *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has.

2. Listen, point and say.



Goal: To correctly say the words and use *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has.

Input: – Picture cues:

a. three parrots (some)

b. six parrots (many)

c. three dogs (some)

d. seven dogs (many)

– Speech bubbles: *How many _____ do you have? – I have _____.*

Audio script:

a. parrots / some **b.** parrots / many

c. dogs / some **d.** dogs / many

A: How many parrots do you have?

B: I have some.

A: How many dogs do you have?

B: I have many.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the pets.

Step 2: Have pupils point at the words under the pictures, listen to the recording and repeat until they feel confident. Explain that these words are the names and the quantity of the pets in the pictures.

Step 3: Model by pointing at the question *How many _____ do you have?* and Picture **a** and have pupils listen to the recording and repeat it a few times. Ask pupils to read the gapped answer in the second bubble and tell them that they should fill in the gap with the quantity of pets. Then have them listen to the recording and repeat the answer a few times. Finally, have pupils ask the question and give the answer a few times in pairs.

Step 4: Repeat the same procedure with the other pictures. Then give pupils time to work in pairs, pointing at the questions and the pictures and giving the answers.

Step 5: Invite a few pairs to point at the pictures and practise asking and answering in front of the class.

Outcome: Pupils can correctly say the words and use *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has.

3. Let's talk.



Goal: To enhance the correct use of *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has in a freer context.

Input: – Picture cue: Three parrots, seven cats, three rabbits and seven puppies are in the garden.

– Speech bubbles: *How many _____? – I have _____.*

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions using the target patterns. Go around the classroom to offer support where necessary.

Step 3: Invite some pairs to perform their exchanges.

Outcome: Pupils can enhance the correct use of *How many _____ do you have? – I have _____.* to ask and answer questions about how many pets someone has in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Spend a few minutes inviting a few pairs to come to the front of the class. Ask them to use the picture cue in Activity 3 to take turns asking and answering questions about the quantity of pets in each picture.
- Have pupils open their books on page 43 and look at Unit 16, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures.

Input: Picture cues: **a.** one rabbit **b.** many rabbits **c.** four rabbits **d.** two rabbits

Audio script:

1. *A*: How many rabbits do you have?

B: I have many.

2. *A*: How many rabbits do you have?

B: I have some.

3. *A*: How many rabbits do you have?

B: I have two.

4. *A*: How many rabbits do you have?

B: I have one.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them about this activity. Elicit the number of rabbits in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

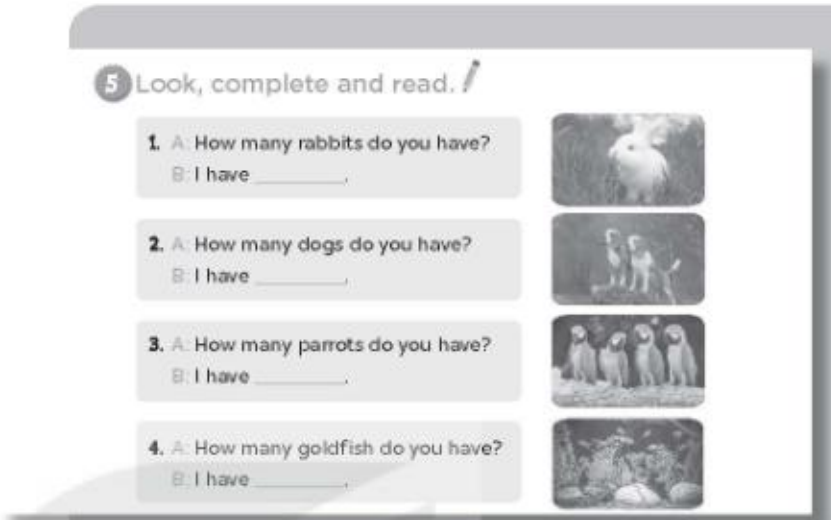
Step 4: Check answers as a class.

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

Outcome: Pupils listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures.

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

5. Look, complete and read.



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

Input: Four picture cues and four incomplete exchanges to complete.

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the pets in the pictures and their names.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*one*). Then have them look at the picture and identify the quantity. Then have them complete the gap (*I have one.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

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

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

Key: 1. one **2.** two **3.** some **4.** many

6. Let's play.

How many ...?



Goal: To play the game *How many ...?* to review vocabulary and structure words related to the topic "Pets".

Input: – A picture showing pupils how to play the game

– Speech bubbles: *How many _____ do you have? – I have _____.*

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Ask them to look at the picture carefully, then listen to the questions to find the right answers.

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Step 2: Invite a group of four to the front of the class to demonstrate the game. Two pupils compete as a pair in one round. A teacher asks the question *How many _____ do you have?* and the player who first correctly answers *I have _____*. wins one point for his / her group.

Step 3: Give pupils time to play the game in groups of four. Go around the classroom during the activity and offer help where necessary.

Extension: Divide the class into two groups. Use the words in the game to get the groups to take turns asking and answering questions about the number of pets.

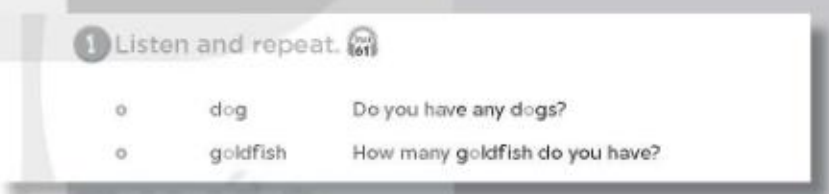
Outcome: Pupils can play the game *How many ...?* to review vocabulary and structure words that they have learnt related to the topic "Pets".

LESSON 3 (Period 5)

Warm-up

- Greet the class. Divide the class into two groups to take turns singing the song *My pets* from page 41. One group sings the first verse. The other sings the second verse.
- Have pupils open their books on page 44 and look at Unit 16, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letter ***o*** in isolation, in the words *dog* and *goldfish*, and in the sentences *Do you have any dogs?* and *How many goldfish do you have?* with the correct pronunciation and intonation.

Input: – The letter ***o***, the word *dog* and the sentence *Do you have any dogs?*

– The letter ***o***, the word *goldfish* and the sentence *How many goldfish do you have?*

Procedure: **Step 1:** Draw pupils' attention to the letter ***o***, the word *dog* and the sentence *Do you have any dogs?* Play the recording and encourage pupils to point at the corresponding letter / word / sentence while listening.

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

Step 3: Repeat the same procedure with the letter ***o*** in the word *goldfish* and the sentence *How many goldfish do you have?*

Outcome: Pupils can correctly repeat the sounds of the letter ***o*** in isolation, in the words *dog* and *goldfish*, and in the sentences *Do you have any dogs?* and *How many goldfish do you have?* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *dog* and *goldfish* while listening.

Input: Two sentences for completion, each with three answer options

Audio script:

1. How many goldfish do you have?

2. Do you have any dogs?

Procedure: **Step 1:** Draw pupils' attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check the answers.

Step 2: Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can identify the target words *dog* and *goldfish* while listening.

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

3. Let's chant.



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

Input: The lyrics and the recording of the chant.

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

Step 2: Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letter ***o*** in the words *dogs* and *goldfish*. Check comprehension.

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

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

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

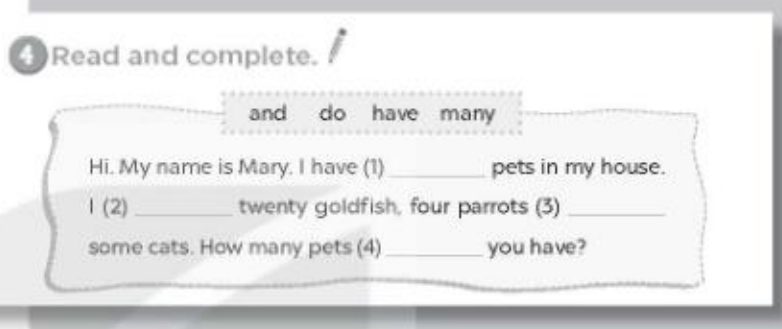
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by inviting two groups of four to the front of the class to take turns saying the chant and clapping their hands at the same time. The rest of the class claps their hands to mark the rhythm of the chant too.
- Have pupils open their books on page 45 and look at Unit 16, Lesson 3, Activity 4.

4. Read and complete.


4 Read and complete.

and do have many

Hi. My name is Mary. I have (1) _____ pets in my house. I (2) _____ twenty goldfish, four parrots (3) _____ some cats. How many pets (4) _____ you have?

Goal: To read and complete a target paragraph using the four words provided.

Input: – Words in the box: *and, do, have* and *many*

– A gapped paragraph

Procedure: **Step 1:** Tell pupils about this activity. Tell pupils how to complete the task: They should read the gapped paragraph in silence, and look at the four words provided in order to complete the sentences.

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

Step 3: Get pupils to swap and correct their answers with a partner. Then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Outcome: Pupils can read the target paragraph and complete it using the four words provided.

Key: 1. many **2.** have **3.** and **4.** do

5. Let's write.


5 Let's write.

My name is _____. I love pets. I have a cat.
It is big. I have _____. It is _____.
Do you have any _____?

Goal: To read, understand and complete a gapped text about pets.

Input: A short gapped text

Procedure: **Step 1:** Explain the goal of this activity. Tell pupils how to complete the task: They should read the gapped text, guess the missing information and complete it. Check comprehension and give feedback.

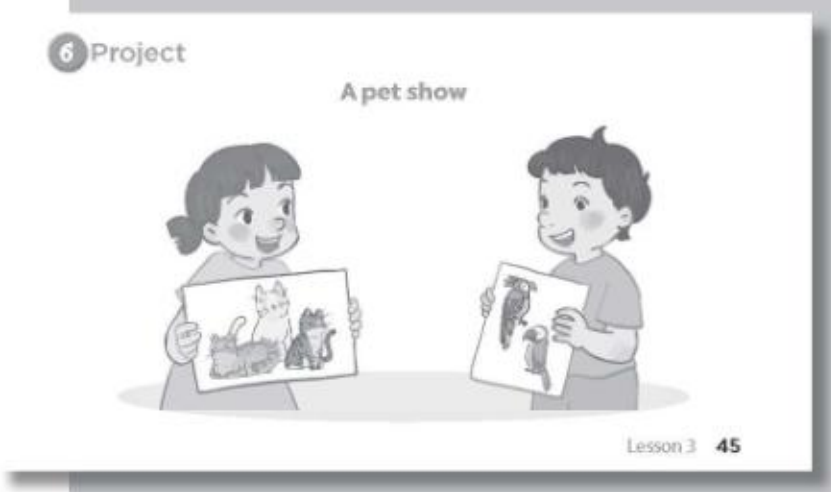
Step 2: Give the pupils time to do the task. Go around the classroom to offer help where necessary.

Step 3: In pairs or groups, ask pupils to swap their complete text.

Step 4: Invite a few pupils to stand up and read their writing aloud.

Outcome: Pupils can read, understand and complete the text with their own experiences.

6. Project



Goal: To use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them.

Input: Some photos of the pets

Procedure: **Step 1:** Point at the prompt picture and explain what they should do to complete the project.

Step 2: Prepare two photos to share with pupils. Point at one photo and say: *I have some* _____. and point at the other photo and say: *I have some* _____.

Step 3: Have pupils work in groups. Each pupil shares his / her photos and says what pets he / she has in the photos.

Step 4: Give the class time to complete the project. Go around the classroom to monitor and offer support.

Step 5: Invite some pupils to the front of the class to present the photos.

Note: If there isn't enough time, set the project as homework and check it in the next lesson.

Outcome: Pupils can use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 17 – OUR TOYS

Objectives

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

- correctly pronounce the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy,* and in the sentences *She has a kite.* and *He has a toy.*;
- use the words *car, kite, train, plane, truck, bus, ship* and *teddy bear* in relation to the topic "Our toys";
- use *He / She has _____.* to identify someone's toys;
- use *They have _____.* to talk about the quantity of toys that some people have;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our toys";
- read and write about toys;
- make paper toys and present them to the class.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Spend a few minutes revising *Unit 16* by asking the class to do the project in Lesson 3, or by doing the chant on Page 44.
- Get pupils to open their books on page 46 and look at Unit 17, Lesson 1, Activity 1. Draw pupils' attention to the title of the unit and model it for the class to repeat a few times. Ask questions to check their comprehension. Tell pupils what they will learn in this lesson.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone's toys.

Input: – Context **a**: Lucy: *My brother has a car*. Ben: *Wow, I like cars!*

– Context **b**: Ben: *My sister has two dolls*. Lucy: *Wow, I like dolls!*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *My brother has a car. / My sister has two dolls.* Tell pupils that they are used to identify someone's toys.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone's toys.

2. Listen, point and say.



Goal: To correctly say the words and use *He / She has* _____. to identify someone's toys.

Input: – Picture cues:

a. a boy and a car

b. a girl and a kite

c. a boy and two trains

d. a girl and three planes

– Speech bubble: *He / She has* _____.

Audio script:

a. a car **b.** a kite **c.** trains **d.** planes

He has a car.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** to **d**. Elicit the character and the quantity of toys in each picture. Draw pupils' attention to the plural form of toys in Pictures **c** (trains) and **d** (planes). Check comprehension. Ask pupils to listen to the recording and repeat the words for the toys several times until they feel confident.

Step 2: Put pupils into pairs. Tell them to point at the pictures and say the names for the toys in the pictures.

Step 3: Draw pupils' attention to the speech bubble. Remind them that *He / She has* ___. is used to identify someone's toys. Ask pupils to look at the bubble and Picture **a**. Play the recording for them to listen to and repeat the sentence several times. Repeat the same procedure with the other three pictures.

Step 4: Get them to talk about someone's toys using the speech bubble and picture cues. Go around the classroom to offer support.

Step 5: Invite a few pupils to come to the front of the classroom and talk about someone's toys. If they perform well, praise them.

Outcome: Pupils can correctly say the words and use *He / She has* _____. to identify someone's toys.

3. Let's talk.



Goal: To enhance the correct use of *He / She has* _____. to identify someone's toys in a freer context.

Input: – Picture cue: A girl and a boy are playing with some toys.

– Speech bubble: *He / She has* _____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (*see Input*). Have pupils look at the bubble to understand how the sentence pattern is used.

Step 2: Have pupils practise identifying someone's toys in pairs. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around the classroom to observe and provide help if necessary.

Step 3: Invite some pupils to practise identifying someone's toys in front of the class. Praise them if they perform well.

Outcome: Pupils can enhance the correct use of *He / She has* _____. to identify someone's toys in a freer context.

Preparation for the project: Tell pupils about the project on page 51. Ask them to prepare it at home by making paper toys and bring their work to class to present it at Project time. In Lesson 2, Period 4, remind pupils again of what they need to prepare for the project.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson. Have the class play the game *Pass the ball* using singular and plural forms of nouns learnt in the previous lesson.
- Get pupils to open their books on page 47 and look at Unit 17, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils identify someone's toys and number the correct pictures.

Input: Picture cues:

a. a girl holding a car **b.** a girl holding a kite

c. a girl holding two planes **d.** a girl holding two trains

Audio script:

1. She has a kite.

2. She has two trains.

3. She has two planes.

4. She has a car.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the toys the characters are holding in the pictures.

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

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

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

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

Outcome: Pupils can listen to and understand four communicative contexts in which pupils identify someone's toys and number the correct pictures.

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

5. Look, complete and read.



Goal: To complete four target sentence patterns with the help of picture cues.

Input: Four picture cues and four incomplete sentence patterns to complete.

Procedure: **Step 1:** Draw pupils' attention to the first picture. Ask them to identify the toy he has (*a car*).

Step 2: Write **1.** *He has a* _____. on the board. Draw pupils' attention to the gap in the sentence and say what they have to do. Encourage pupils to complete the sentence. Go around the classroom and offer help. Give further support to those pupils who find it difficult to do the task. If necessary, ask a pupil to write the word *car* on the board before having them complete the answer.

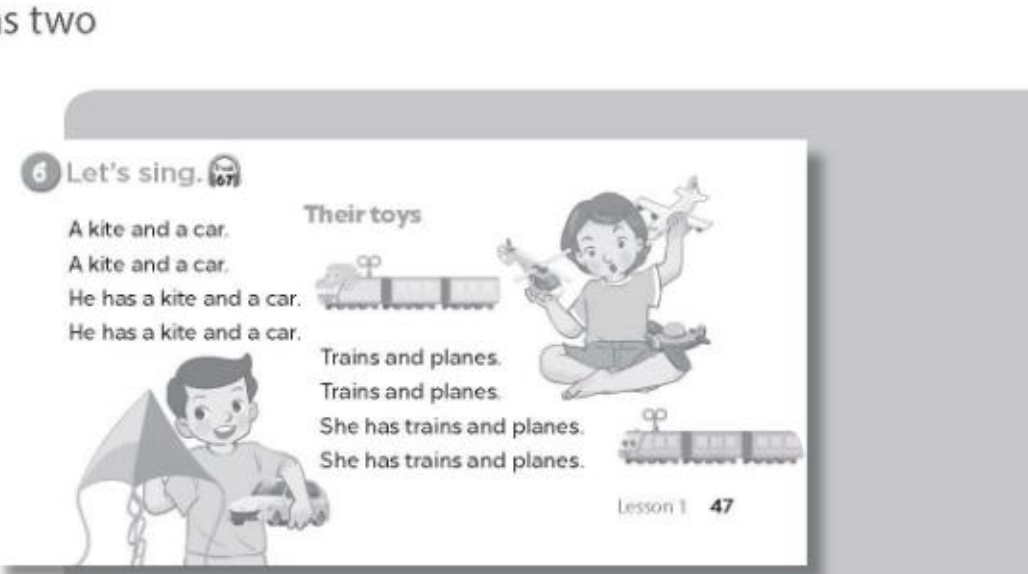
Step 3: Give pupils time to complete Sentences **2**, **3** and **4** individually. Write each sentence on the board and check answers as a class.

Step 4: Invite a few pupils to stand up and read aloud the completed sentences. Correct their pronunciation where necessary.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: 1. car **2.** a kite **3.** He has **4.** has two

6. Let's sing.



Goal: To sing the song *Their toys* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Their toys*

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

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

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

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

Step 5: Introduce actions for pupils to do while singing along with the recording.

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

Outcome: Pupils can sing the song *Their toys* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Invite two groups of four to the front of the class to take turns singing the song *Their toys*. One group sings the first four lines, and the other sings the last four lines. The class sings along and claps hands.
- Get pupils to open their books on page 48 and look at Unit 17, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about the quantity of toys that some people have.

Input: – Context **a**: Linh: *Lucy and Mary have two dolls.* Mai: *Yes, they do.*

– Context **b**: Mai: *They have three cars.* Linh: *Yes, they do.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *Lucy and Mary have two dolls. / They have three cars.* Tell pupils that they are used to talk about the quantity of toys that some people have.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about the quantity of toys that some people have.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Listen, point and say.



Goal: To correctly say the words and use *They have* _____. to talk about the quantity of toys that some people have.

Input: – Picture cues:

a. two trucks **b.** three buses

c. three ships **d.** two teddy bears

– Speech bubble: *They have* _____.

Audio script:

a. trucks **b.** buses **c.** ships **d.** teddy bears

They have two trucks.

Procedure: **Step 1:** Draw pupils' attention to Picture **a**. Elicit the quantity of the toys in the picture (two trucks). Then ask pupils to look at the label *trucks*. Explain the meaning of the label. Check comprehension. Ask pupils to listen to the recording and repeat the words *trucks / two trucks* several times until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 2: Draw pupils' attention to the speech bubble. Tell them that *They have* _____. is used to talk about the quantity of toys that some people have. Ask pupils to look at the bubble and Picture **a**. Play the recording for them to listen to and repeat the sentence several times. Follow the same procedure with the other three pictures.

Step 3: Put pupils into pairs. Tell them to point to each picture and talk about the quantity of toys that some people have in the picture. Go around the classroom to offer support.

Step 4: Invite a few pupils to come to the front of the classroom, talk about the quantity of toys that some people have in the pictures, using the speech bubble and picture cues. If they perform well, praise them.

Outcome: Pupils can correctly say the words and use *They have* _____. to talk about the quantity of toys that some people have.

3. Let's talk.



Goal: To enhance the correct use of *They have* _____. to talk about the quantity of toys that some people have in a freer context.

Input: – Picture cue: A boy and a girl playing with various toys.

– Speech bubble: *They have* _____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*). Draw pupils' attention to the bubble used to talk about the quantity of toys that some people have. Have them identify what is missing in the sentence. Check comprehension.

Step 2: Put pupils into groups of four. Encourage them to talk about the quantity of toys using the speech bubble and picture cues. Go around the classroom to offer support.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Step 3: Invite some groups to the front of the class to perform their talk. Praise them if they perform well.

Outcome: Pupils can enhance the correct use of *They have* _____. to talk about the quantity of toys that some people have in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Spend a few minutes inviting a few pairs to the front of the class to use the picture cue in **3. Let's talk** to take turns talking about the quantity of the toys in the picture. If time allows, have pupils ask and answer questions about the quantity of toys that their classmates have.
- Get pupils to open their books on page 49 and look at Unit 17, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.

Input: Picture cues:

1a. Ben and Bill playing with three trucks

1b. Ben and Bill playing with three buses

2a. Lucy and Mary playing with two teddy bears

2b. Lucy and Mary playing with two dolls

Audio script:

1. Ben and Bill are my friends. They have three buses.

2. Lucy and Mary are my friends. They have two teddy bears.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the quantity of toys that the boys have in each picture. Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.

Step 2: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for the pupils to double-check their answers.

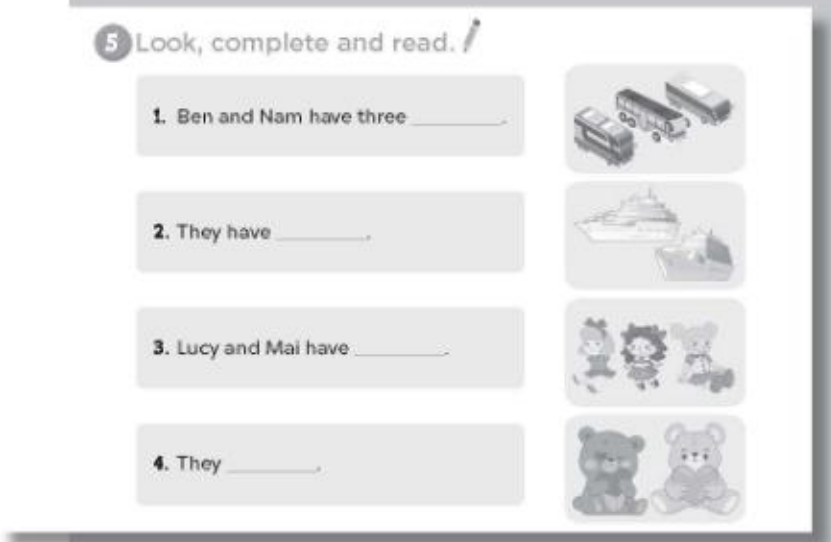
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

5. Look, complete and read.



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

Input: Four picture cues and four incomplete sentence patterns to complete

Procedure: **Step 1:** Draw pupils' attention to the first picture. Ask them to identify the quantity of toys in the picture (three buses).

Step 2: Write the incomplete sentence **1.** *Ben and Nam have three* _____. on the board. Draw pupils' attention to the gap in the sentence and say what they have to do. Encourage pupils to complete the sentence. Go around the classroom and offer help. Give further support to those pupils who find it difficult to do the task. If necessary, ask a pupil to write the word *buses* on the board before having them complete the answer.

Step 3: Give pupils time to complete Sentences **2**, **3** and **4** individually. Write each sentence on the board and check answers as a class.

Step 4: Invite a few pupils to stand up and read aloud the completed sentences. Correct their pronunciation where necessary.

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

Key: **1.** buses **2.** two ships **3.** three dolls **4.** have two teddy bears

6. Let's play.



Kim's game

Goal: To review vocabulary words for toys by playing *Kim's game*.

Input: – A picture showing toys: a kite, a doll, a train, a car, a truck, a plane

– Two sets of flash cards, each of which contains six cards showing pictures of toys that pupils have learnt

Procedure: **Step 1:** Elicit the language that pupils need to name the toys.

Step 2: Tell the pupils the goal of the game and how to play it: Pupils should look at the cards carefully and recall their names and positions successfully.

Step 3: Divide the class into two teams.

Step 4: Display both sets of cards face up on the board. Give pupils two minutes to memorise their set. 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. Remember to nominate a pupil from each team before saying the word. Go around the classroom during the activity and offer help where necessary.

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.

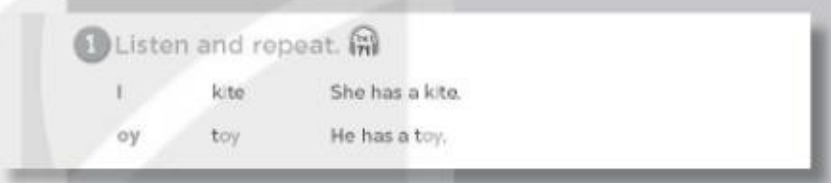
Outcome: Pupils can review vocabulary words for toys by playing *Kim's game.*

LESSON 3 (Period 5)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by asking pupils to play *Kim's game* using the language learnt.
- Ask pupils to open their books on page 50 and look at Unit 17, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy*, and in the sentences *She has a kite.* and *He has a toy*. with the correct pronunciation and intonation.

Input: – The letter ***i***, the word *kite* and the sentence *She has a kite.*

– The letters ***oy***, the word *toy* and the sentence *He has a toy*.

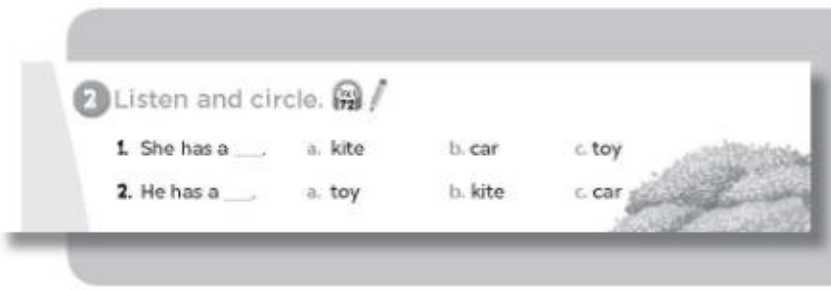
Procedure: **Step 1:** Draw pupils' attention to the letter ***i***, the word *kite* and the sentence *She has a kite*. Play the recording and encourage them to point at the letter / word / sentence while listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them when their pronunciation is good. Repeat the same procedure with the letters ***oy*** in the second line.

Step 3: Let pupils work in pairs or groups to pronounce the sounds of the letters ***i*** and ***oy***, say the words *kite* and *toy*, and read the sentences *She has a kite.* and *He has a toy*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

Outcome: Pupils can correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy* and in the sentences *She has a kite.* and *He has a toy*. with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *kite* and *toy* while listening.

Input: Two sentences for completion and each with three answer options

Audio script:

1. She has a toy.

2. He has a kite.

Procedure: **Step 1:** Draw pupils' attention to the sentences and the gap-fill options (as mentioned in *Input*). Explain what pupils have to do. Check comprehension.

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

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

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

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

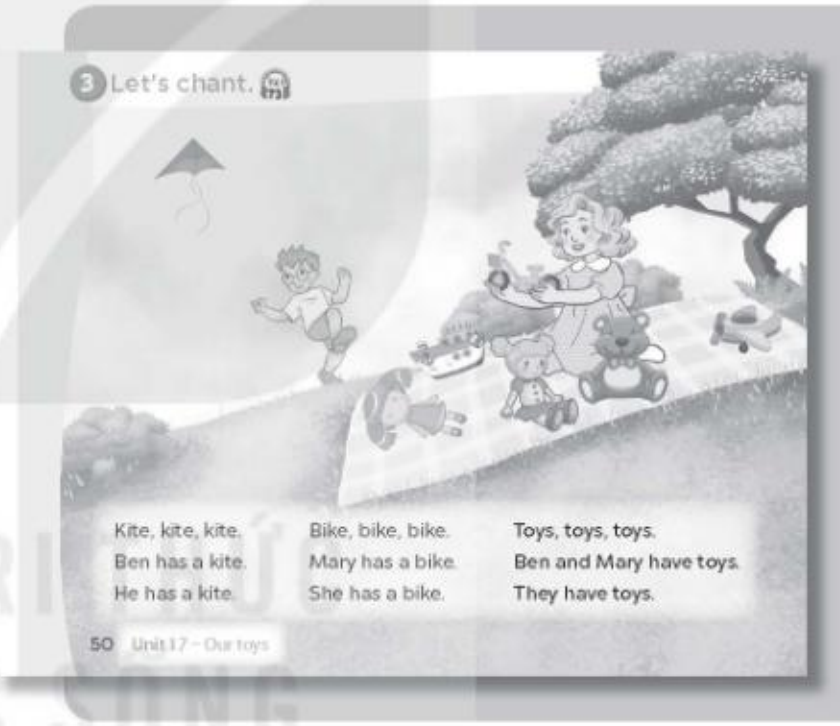
Outcome: Pupils can identify the words *kite* and *toy* while listening.

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

3. Let's chant.

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

Input: The lyrics and the recording of the chant.



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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***i*** and ***oy***, the words *kite* and *toy*, and the sentences *Ben has a kite*. and *Ben and Mary have toys*. in the chant.

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

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

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

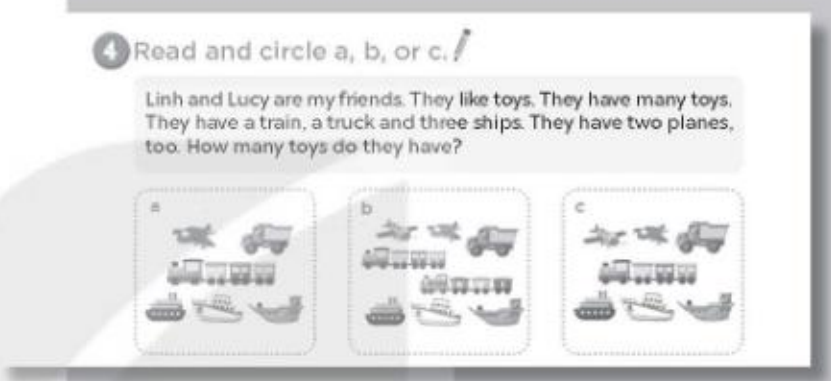
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 50. Divide the class into groups and get them to do actions when saying the chant.
- Get pupils to open their books on page 51 and look at Unit 17, Lesson 3, Activity 4.

4. Read and circle a, b, or c.



Goal: To read and understand a passage about toys.

Input: – A passage about toys

– Three pictures for pupils to circle:

Picture **a**: a plane, a truck, a train, three ships

Picture **b**: two planes, a truck, two trains, three ships

Picture **c**: two planes, a truck, a train, three ships

Procedure: **Step 1:** Draw pupils' attention to the passage about Linh's and Lucy's toys and read it together as a class.

Step 2: Draw pupils' attention to the pictures showing their toys. Have pupils spot the differences between the pictures (the quantity of toys in each picture). Check comprehension.

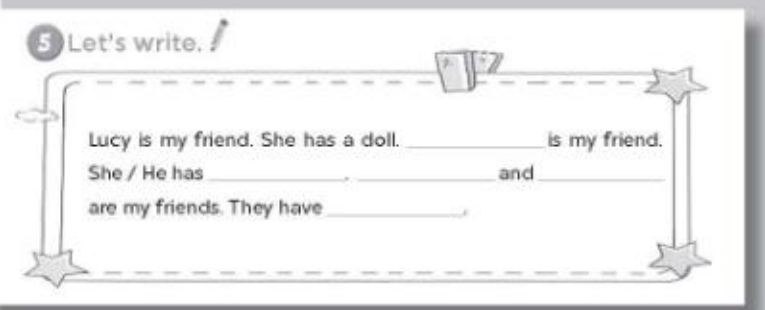
Step 3: Get pupils to read and circle the correct letter.

Step 4: Get pupils to swap books with a partner, then check answers together as a class.

Outcome: Pupils can read and understand the passage about toys.

Key: c

5. Let's write.



Goal: To read, understand and complete a paragraph about toys that Lucy has.

Input: A passage with incomplete sentences

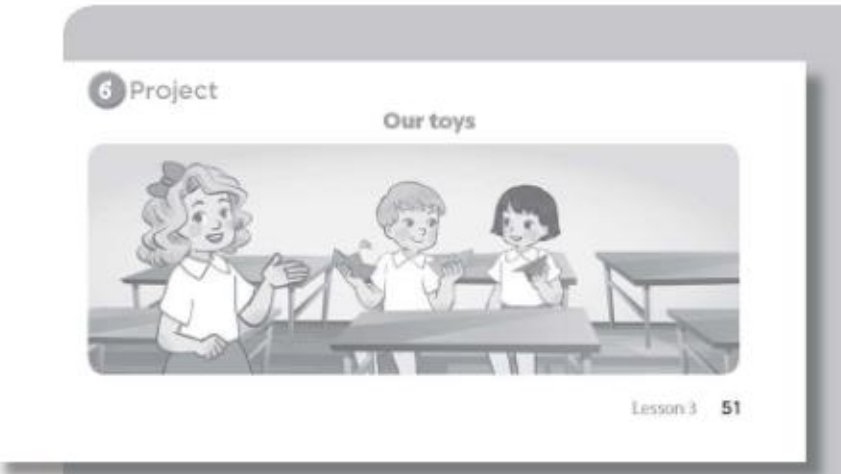
Procedure: **Step 1:** Tell the class the goal of this activity: Pupils read the passage about Lucy's toys and fill in the gaps.

Step 2: Have pupils fill in the first gap together as an example. Write the first gapped sentence on the board. Ask them to look at the gap and guess what is missing (the word *She*). Let them write down the word in the gap. Repeat the same procedure with the other incomplete sentences.

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

Outcome: Pupils can read, understand and complete the paragraph about toys that Lucy has.

6. Project



Goal: To revise the target language by making paper toys and talking about them to the class.

Input: – A picture showing a boy and a girl holding some paper toys in their hands

– Materials: white or coloured paper, scissors, coloured pencils, glue

Procedure: **Step 1:** Elicit the language needed to do the task: *He / She has ___*. Write it on the board. Ask pupils to repeat it several times.

Step 2: Ask pupils to work in groups of six. Ask them to show the paper toys that they have made at home, then tell the group about them. Check comprehension.

Step 3: Give pupils time to do the task. Encourage them to decorate their toys. Go around the classroom to offer help where necessary.

Step 4: Invite some pupils to show and tell the class about the toys they have made using the language learnt. Have pupils display their toys on the classroom walls.

Step 5: If there is not enough time, ask pupils to do the project as homework and check by giving pupils time to share their work in the next lesson.

Outcome: Pupils can make paper toys and talk about them to the class, using the language learnt.

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UNIT 18 – PLAYING AND DOING

Objectives

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

- correctly pronounce the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time*. and *I'm singing my favourite song.*;
- use the words *writing, dancing, singing, reading,* and the phrases *playing basketball, drawing a picture, watching TV* and *listening to music* in relation to the topic "Playing and doing";
- use *I'm _____*. to identify an action in progress;
- use *What are you doing? – I'm _____*. to ask and answer questions about an action in progress;
- listen to and understand simple exchanges related to the topic "Playing and doing";
- read and write about actions in progress;
- collect their photos and tell their friends what they are doing in the photos.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Have pupils say the chant in *Unit 17* or *Unit 10.*
- Write the title *Playing and doing* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.
- Get pupils to open their books on page 52 and look at Unit 18, Lesson 1, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts to talk about an action in progress.

Input: – Context **a**: Mum: *Where are you, Linh?* Linh: *I'm in my room.*

– Context **b**: Linh: *Mum, I'm dancing*. Mum: *Have fun!*

Procedure:

Step 1: Draw pupils' attention to the pictures. Point at each picture, elicit the names of the speakers in the pictures.

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

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

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

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Step 5: Draw pupils' attention to the sentence *I'm dancing*. Tell pupils that it is used to talk about an action in progress.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to talk about an action in progress.

2. Listen, point and say.



Goal: To correctly say the words and use *I'm* _____. to identify an action in progress.

Input: – Picture cues:

a. a girl is writing **b.** a girl is dancing

c. a boy is singing **d.** a boy is reading

– Speech bubble: *I'm* _____.

– Flash cards for *writing, dancing, singing* and *reading*

Audio script:

a. writing **b.** dancing **c.** singing **d.** reading

I'm writing.

Procedure: **Step 1:** Have pupils look at the picture cues, and elicit the actions in progress.

Step 2: Have pupils point at Picture **a** (writing), listen to the recording and repeat the word. Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. Hold up the flash cards for *writing, dancing, singing* and *reading* and have pupils say the words.

Step 3: Point at the speech bubble and have pupils listen and repeat after the recording (*I'm writing*). Repeat the same procedure with the other three pictures.

Step 4: Point at one of the pictures randomly to elicit the sentence or use the flash cards for *writing, dancing, singing* and *reading* to elicit the action and *I'm* _____. Have pupils do the TPR action while saying each sentence.

Step 5: Give pupils time to work in pairs. Remind them that they can select any of the four pictures to point and say the sentence. Go around the classroom to offer support.

Step 6: Invite a few pupils to point at the pictures and say the sentences in front of the class.

Outcome: Pupils can correctly say the words and use *I'm* _____. to identify an action in progress.

3. Let's talk.



Goal: To enhance the correct use of *I'm* _____. to identify an action in progress in a freer context.

Input: – Picture cue: Four pupils are reading, dancing, singing and writing.

– Speech bubble: *I'm* _____.

Procedure: **Step 1:** Have pupils look at the picture cue and read the gapped speech bubble. Tell them about the activity.

Step 2: Give pupils time to practise in pairs, do the action and say: *I'm* _____. in context. Remind pupils to do the action while saying. Circulate round the class during the activity and offer help or correct the pronunciation where necessary.

Step 3: Invite some pupils to the front of the class to act and say. Praise them, and get the class to cheer or clap hands if they do a good job.

Extension: Pupils can choose a pupil in the picture cue, do the action, say *I'm* _____. to describe an action in progress, and have other friends guess who they are pretending to do.

Outcome: Pupils can enhance the correct use of *I'm* _____. to identify an action in progress in a freer context.

Preparation for the project: Tell pupils about the project on page 57. Ask them to prepare the photos of themselves to share with their friends and introduce what they are doing in the photos. They need to prepare the captions for the photos. In Lesson 2, Period 4, remind pupils again of what they need to prepare for the project.

LESSON 1 (Period 2)

Warm-up

- Greet the class and have pupils say the chant in *Unit 17* or *Unit 10*.
- Have the class play the miming game with the words: *writing, dancing, singing* and *reading*.
- Get pupils to open their books on page 53, and look at Unit 18, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts about identifying actions in progress and tick the correct pictures.

Input: Picture cues:

1a. a girl is writing **1b.** a girl is reading

2a. a boy is singing **2b.** a boy is dancing

Audio script:

1. *A:* Where are you, Mary?

B: I'm here in my room. I'm reading.

2. *A:* Where are you, Nam?

B: I'm here. I'm dancing.

Procedure: **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the action in each picture. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the second exchange.

Step 2: Have pupils swap books with a partner, then check answers as a class. Write the correct answers on the board.

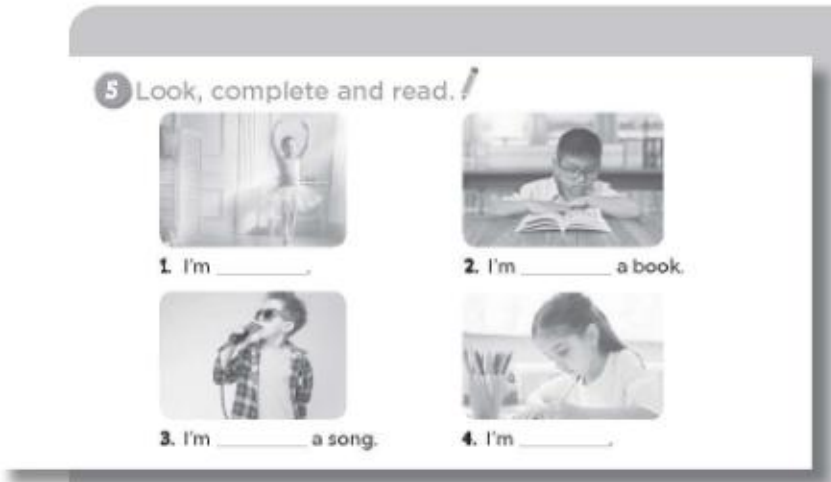
Step 3: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand two communicative contexts about identifying actions in progress and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete the four target sentence patterns with the help of picture cues.

Input: Four picture cues and four incomplete sentence patterns to complete

Procedure: **Step 1:** Have pupils look at the pictures and identify the actions in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the sentence. Ask them what is missing in the sentence (*dancing*). Then have them look at the picture and identify the action. Have them complete the gap (*I'm dancing.*). Repeat the same procedure with Pictures **2**, **3** and **4.**

Step 4: Have pupils complete the sentences individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pupils to read the sentences aloud.

Outcome: Pupils can complete the four target sentence patterns with the help of picture cues.

Key: 1. dancing **2.** reading **3.** singing **4.** writing

6. Let's play.

Miming game



Goal: To practise the target vocabulary and sentence patterns by playing the *Miming game*.

Input: – A picture showing pupils how to play the game

– Flash cards for *dancing, reading, singing* and *writing*

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it: Point at the game illustration, point at the girl, do an action, pretend to be the girl to elicit the word *dancing*. Then say: *Yes. I'm dancing.*

Step 2: Nominate a pupil to come to the front of the class. Show him or her a flash card and tell him / her to do the action for the class to guess. Check the answer as a class.

Step 3: Divide the class into two groups. Have pupils in each group choose a picture and do the action. The group that guesses correctly wins a star. After three or four rounds, the group with more stars is the winner.

Note: You may use other words in *Unit 10* to play this game.

Outcome: Pupils can practise the target vocabulary and sentence patterns by playing the *Miming game.*

LESSON 2 (Period 3)

Warm-up

- Greet the class. Have the class play the *Miming game* with the words *writing, dancing, singing* and *reading*.
- Get pupils to open their books on page 54 and look at Unit 18, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about an action in progress.

Input: – Context **a**: Lucy: Hello. Mai: *Hi, Lucy. What are you doing?* Lucy: *I'm singing.*

– Context **b**: Bill: *Hi, Ben. What are you doing?* Ben: *I'm watching TV.*

Procedure: **Step 1:** Have pupils look at Picture **a** and Picture **b**. Point at each picture, elicit the names of the speakers in the pictures.

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

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

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

Step 5: Draw pupils' attention to the question *What are you doing?* and the answers *I'm singing.* and *I'm watching TV*. Tell pupils that they are a question and answers to ask an action in progress.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about an action in progress.

2. Listen, point and say.

Goal: To correctly say the words and use *What are you doing? – I'm _____.* to ask and answer questions about an action in progress.

Input: – Picture cues:

a. a girl is playing basketball

b. a girl is drawing a picture

c. a girl is watching TV

d. a boy is listening to music



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– Speech bubbles: *What are you doing? – I'm _____.*

– Flash cards for *playing basketball, drawing a picture, watching TV* and *listening to music*

Audio script:

a. playing basketball **b.** drawing a picture

c. watching TV **d.** listening to music

A: What are you doing?

B: I'm playing basketball.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the actions in progress.

Step 2: Have pupils point at Picture **a** (playing basketball), listen to the recording and repeat the phrase. Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times. Hold up the flash cards for *drawing a picture, listening to music, playing basketball* and *watching TV* and have pupils say the phrases.

Step 3: Point at Picture **a**, do the TPR action for *playing basketball* and have pupils do the action for playing basketball. Ask: *What are you doing?* and point at the target speech bubble to elicit the missing word. Then have the class repeat the completed sentence a few times: *I'm playing basketball*. Have the class repeat the question: *What are you doing?* and the answer: *I'm playing basketball*. Have pupils listen and repeat after the recording. Repeat the same procedure with other three pictures.

Step 4: Give pupils time to practise asking and answering the question *What are you doing?* Remind them that they can use any of the four pictures to point, ask and answer the question. Go around the classroom to offer support.

Step 5: Invite a few pairs to point at the pictures, ask and answer the question in front of the class.

Outcome: Pupils can correctly say the words and use *What are you doing? – I'm _____.* to ask and answer questions about an action in progress.

3. Let's talk.

Goal: To enhance the correct use of *What are you doing? – I'm _____.* to ask and answer questions about an action in progress.



Input: – Picture cue: Two friends are talking on the phone. One pupil asks: *What are you doing?* and the other answers.

– Speech bubbles: *What are you doing? – I'm _____.*

Procedure: **Step 1:** Have pupils look at the picture. Point at the picture and elicit the answer *I'm drawing a picture*. Have pupils do the action for *drawing a picture*. Pretend to start a phone call and ask pupils: *What are you doing?* and elicit the full answer: *I'm drawing a picture*. Have pupils repeat the question a few times, and then the answer. Correct their pronunciation and intonation where necessary.

Step 2: Have pupils sit back-to-back in pairs. One pupil is doing something while the other calls and asks: *What are you doing?* Give pupils time to take turns making a phone call and practising the questions and the answers in pairs. Go around the classroom to offer support.

Step 3: Invite some pairs to the front of the class to interact with each other, pointing at the activity in the picture cue in their books. Praise them, and get the class to cheer or clap hands if they do a good job.

Outcome: Pupils can enhance the correct use of *What are you doing? – I'm* _____. to ask and answer questions about an action in progress in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Invite a few pairs to the front of the class to use the picture cue in **3. Let's talk** to take turns asking and answering questions about an action in progress.
- Get pupils to open their books on page 55 and look at Unit 18, Lesson 2, Activity 4.

4. Listen and number.

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



Input: Picture cues: **a.** a boy is playing basketball **b.** a girl is drawing a picture **c.** a boy is watching TV **d.** a girl is listening to music

Audio script:

1. *A:* What are you doing?
B: I'm watching TV.

2. *A:* What are you doing?
B: I'm drawing a picture.

3. *A:* What are you doing?
B: I'm playing basketball.

4. *A:* What are you doing?
B: I'm listening to music.

Procedure: **Step 1:** Have pupils look at the four picture cues. Point at the picture cues in turn and elicit the actions in progress.

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

Step 3: Check answers together as a class. Play the recording again for the pupils to double-check their answers.

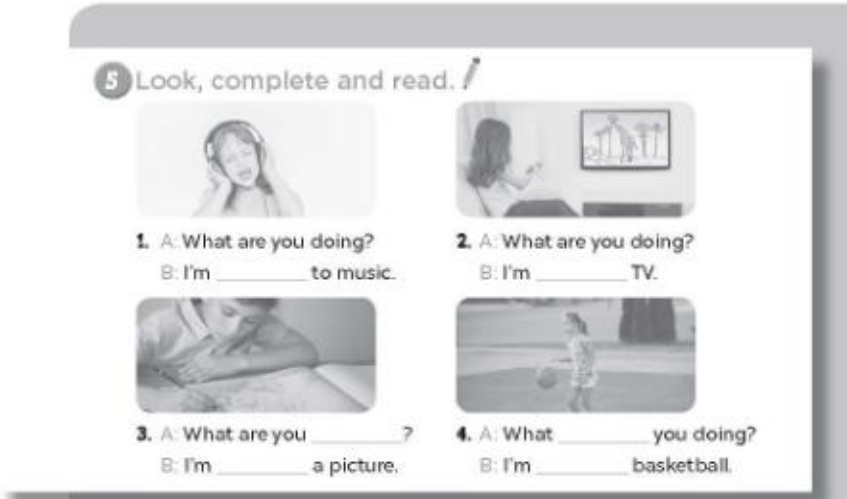
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

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

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

5. Look, complete and read.



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

Input: Four picture cues and four gapped dialogues to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the actions in the pictures.

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

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*listening*). Then have them look at the picture and identify the action. Have them complete the sentence (*I'm listening to music.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pairs to read the dialogues aloud.

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

Key: 1. listening **2.** watching **3.** doing; drawing **4.** are; playing

6. Let's sing.



Goal: To sing the song *What are you doing?* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *What are you doing?*

Procedure: **Step 1:** Have pupils look at the pictures illustrating the song lyrics and ask what they can see in the pictures. Elicit the actions: *listening to music, drawing a picture, watching TV* and *playing basketball*.

Step 2: Play the recording and ask pupils to clap their hands when they hear the word *doing*. Play the recording again for the class to listen and clap their hands.

Step 3: Play the recording and ask pupils to do the TPR actions for *listening to music, drawing a picture, watching TV* and *playing basketball* when they hear the words *listening, drawing, watching* and *playing*. Play the recording again for the class to listen and do the TPR actions.

Step 4: Play the recording a few times for them to practise singing, and doing the clapping hands and doing actions while singing.

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

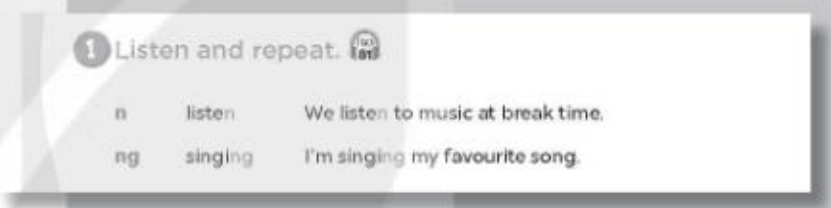
Outcome: Pupils can sing the song *What are you doing?* with the correct pronunciation and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Have pupils play the *Memory game* using the flash cards for actions in progress: *reading, writing, singing, dancing, playing basketball, drawing a picture, watching TV* and *listening to music*. Remember to have pupils repeat the words.
- Get pupils to open their books on page 56 and look at Unit 18, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I'm singing my favourite song.* with the correct pronunciation and intonation.

Input: – The letter ***n***, the word *listen* and the sentence *We listen to music at break time.*

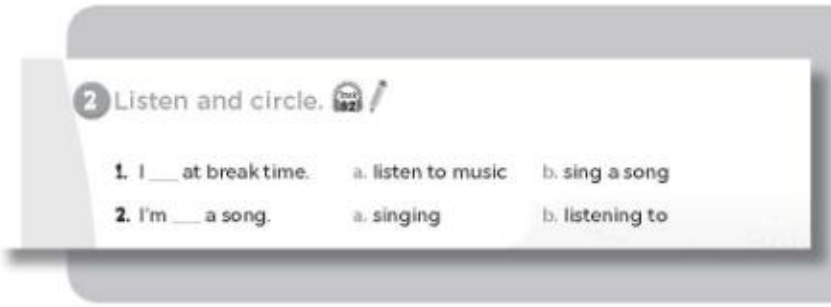
– The letter ***ng***, the word *singing* and the sentence *I'm singing my favourite song.*

Procedure: **Step 1:** Have pupils point at the letter ***n***, the word *listen*, and the sentence *We listen to music at break time.* while they are listening to the recording and repeating them for the first time. Play the recording of the first line a few times for pupils to repeat in chorus and individually. Repeat the same procedure with the second line.

Step 2: Divide the class into two groups. Tell the groups to take turns listening to the recording and repeating the two lines respectively. Invite a few pupils to stand up, listen to and repeat the two lines.

Outcome: Pupils can correctly repeat the sounds of the letters ***n*** and ***ng*** in isolation, in the words *listen* and *singing* and in the sentences *We listen to music at break time.* and *I'm singing my favourite song.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *listen* and *singing* while listening.

Input: Two sentences for completion, each with two options

Audio script:

1. I listen to music at break time.

2. I'm singing a song.

Procedure: **Step 1:** Draw pupils' attention to the sentences and the gap-fill options. Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 2: Get pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can identify the words *listen* and *singing* while listening.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***n*** and ***ng*** in the words *listen* and *sing* in the chant.

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

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

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

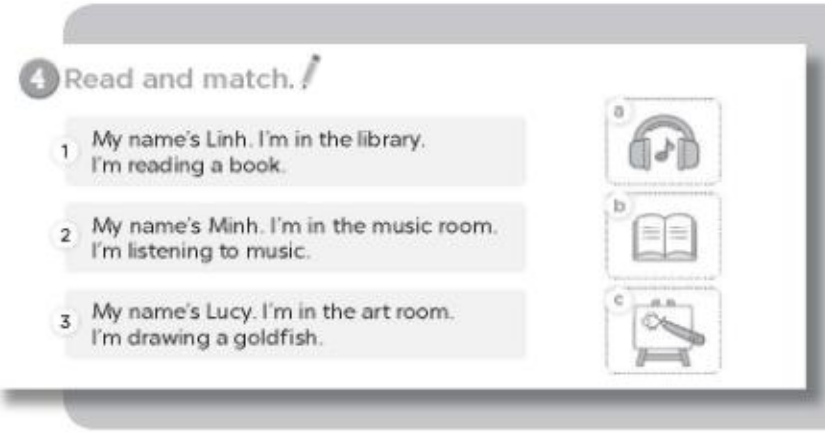
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Have pupils say the chant in the previous lesson and do the actions.
- Get pupils to open their books on page 57 and look at Unit 18, Lesson 3, Activity 4.

4. Read and match.



Goal: To read three short texts and match the pupils with the activities that they are doing.

Input: Three reading texts and the icons for listening, reading and drawing

Procedure: **Step 1:** Draw pupils' attention to the icons for listening, reading and drawing. Elicit the words.

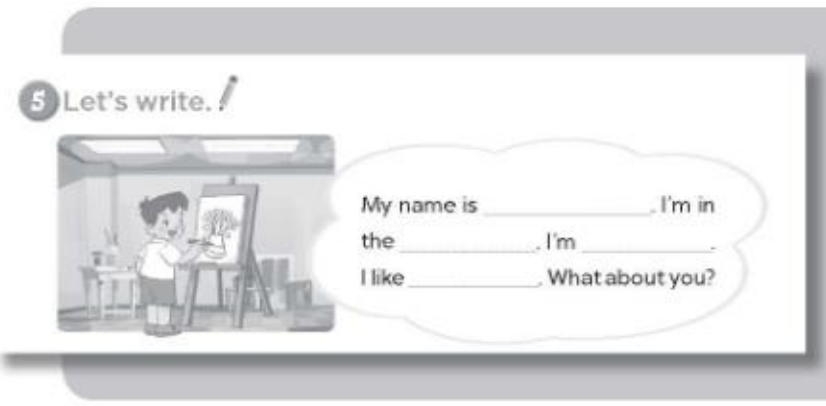
Step 2: Tell pupils about the activity. Give pupils time to read and match.

Step 3: Get pupils to swap books with a partner. Then check the answers as a class. Write the correct answers on the board for pupils to check and correct their answers.

Outcome: Pupils can read three short texts and match the pupils with the activities that they are doing.

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

5. Let's write.



Goal: To write a paragraph about what they are doing.

Input: A short gapped paragraph

Procedure: **Step 1:** Draw pupils' attention to the first gap. Ask: *What do you write here?* and elicit their names. Have pupils write the answer on their notebooks. Repeat the same procedure with Gaps **2**, **3** and **4**.

Step 2: Give pupils time to write the answers in their notebooks.

Step 3: Have some pupils read their paragraphs aloud.

Outcome: Pupils can write a paragraph about what they are doing.

6. Project



Goal: To present their photos and tell their friends what they are doing in the photos.

Input: Picture cue: a boy holding up photos of himself drawing and singing

Procedure: **Step 1:** Point at the prompt drawing and explain what they should do to complete the project.

Step 2: Prepare two photos to share with pupils. Take a piece of paper and write the captions for the photos. Point at one photo and say: *In this photo, I'm* _____. and point at the other photo and say: *And in this photo, I'm* _____.

Step 3: Have pupils show the photos or pictures that they have prepared for the project. Revise some structures and vocabulary that pupils need for their presentations. Give the pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.

Step 4: Give pupils time to use their photos to practise presenting their projects within their groups. Invite some pupils to present in front of the class.

Outcome: Pupils can present their photos and tell their friends what they are doing in the photos.

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UNIT 19 – OUTDOOR ACTIVITIES

Objectives

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

- correctly pronounce the sounds of the consonant clusters ***pl*** and ***fl*** in isolation, in the words *play* and *fly*, and in the sentences *She's playing volleyball.* and *He's flying a kite.*;
- use the words and phrases *play badminton, run, paint, walk, skate, cycle, fly a kite* and *skip* in relation to the topic "Outdoor activities";
- use *He's / She's* _____. to talk about what someone is doing outdoors;
- use *What's he / she doing? – He's / She's* _____. to ask and answer questions about what someone is doing outdoors;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Outdoor activities";
- read and write about what someone is doing outdoors;
- trace and colour the friends in the picture, then tell the class where they are and what they are doing.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Write the title *Outdoor activities* on the board and model it for the class to repeat a few times. Tell the pupils what they will learn in this lesson.
- Get pupils to open their books on page 58 and look at Unit 19, Lesson 1, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing.

Input: – Context **a**: Lucy: *Look! Nam is running.* Mai: *Yes, he is.*

– Context **b**: Lucy: *Look! Linh is painting.* Mai: *Yes, she is.*

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

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

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

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

Step 5: Draw pupils' attention to the sentences *Nam is running* and *Linh is painting*. Tell pupils that they are the sentences describing what someone is doing.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing.

2. Listen, point and say.



Goal: To correctly say the words and use *He's / She's* _____. to talk about what someone is doing.

Input: – Picture cues:

a. a girl is playing badminton

b. a boy is running

c. a boy is painting

d. a girl is walking

– Speech bubble: *He's / She's* _____.

Audio script:

a. playing badminton **b.** running **c.** painting **d.** walking

She's playing badminton.

Procedure: **Step 1:** Have pupils look at the pictures, identify the characters (a boy or a girl) and elicit what each character is doing.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*She's playing badminton.*).

Step 4: Have pairs practise saying *He's / She's* _____. with Pictures **b**, **c** and **d**.

Step 5: Invite a few pupils to point at the pictures and talk about what someone is doing in front of the class.

Outcome: Pupils can correctly say the words and use *He's / She's* _____. to talk about what someone is doing.

3. Let's talk.



Goal: To enhance the correct use of *He's / She's* _____. to talk about what someone is doing in a freer context.

Input: – Picture cue: In the park, a boy is playing football, a girl is running, a girl is painting.

– Speech bubble: *He's / She's* _____.

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

Step 2: Tell individual pupils to talk about what someone is doing in the park. Go around the classroom to offer support.

Step 3: Invite some pupils to the front of the class to talk about what someone is doing.

Outcome: Pupils can enhance the correct use of *He's / She's* _____. to talk about what someone is doing in a freer context.

Preparation for the project: Tell pupils about the project on page 63. Ask them to prepare it at home by colouring the characters in the picture on a copy and bring their work to class to present it at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising using *He's / She's* _____. to talk about what someone is doing. Call some pupils to look at the picture on the board and make up some sentences using *He's / She's* _____.
- Get pupils to open their books on page 59 and look at Unit 19, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts about what someone is doing and tick the correct pictures.

Input: Picture cues:

1a. Mary is playing badminton.

1b. Mary is painting.

2a. Nam is running.

2b. Nam is playing football.

Audio script:

1. *A:* Is that Mary?
B: Yes, it is.
A: Look! She's playing badminton.
B: Yes, she is.

2. *A:* Who's that?
B: It's Nam.
A: Look! He's running.
B: Yes, he is.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the names of the characters.

Step 2: Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.

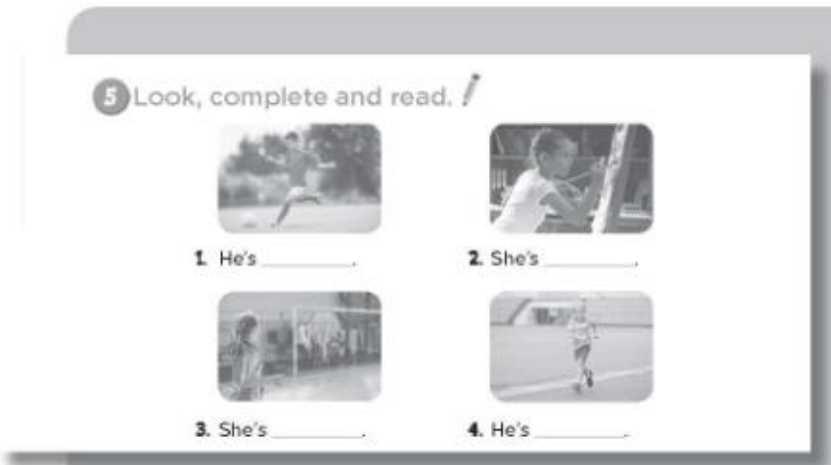
Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.

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

Outcome: Pupils can listen to and understand two communicative contexts about what someone is doing and tick the correct pictures.

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

5. Look, complete and read.



Goal: To complete four target sentence patterns with the help of picture cues.

Input: Four picture cues and four incomplete sentence patterns to complete

Procedure: **Step 1:** Have pupils look at the pictures and identify the characters (a boy or a girl) in the pictures.

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

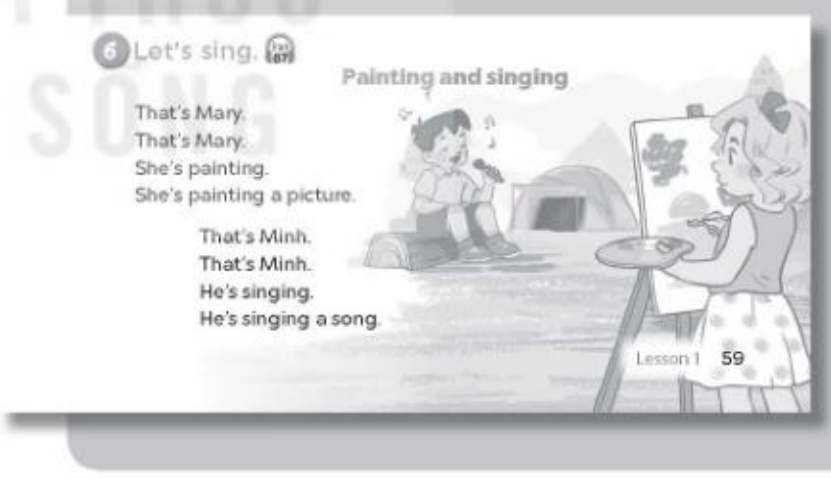
Step 3: Model Picture **1**. Have pupils look at the first sentence. Ask them what words are missing in the sentence (*playing football*). Then have them complete the sentence (*He's playing football.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the gaps in the sentences individually and ask a few pupils to read them aloud.

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: 1. playing football **2.** painting **3.** playing badminton **4.** running

6. Let's sing.



Goal: To sing the song *Painting and singing* with the correct pronunciation and melody.

Input: The lyrics and the recording of the song *Painting and singing*

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

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

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

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

Step 5: Introduce actions for pupils to do while singing along with the recording.

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

Outcome: Pupils can sing the song *Painting and singing* with the correct pronunciation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Have the class sing the song *Painting and singing.*
- Get pupils to open their books on page 60 and look at Unit 19, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing outdoors.

Input: – Context **a**: Nam: *Where's Bill?* Mary: *He's in the park*.

– Context **b**: Nam: *What's he doing?* Mary: *He's skating*.

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

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

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

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

Step 5: Draw pupils' attention to the question *What's he doing?* and the answer *He's skating*. Tell pupils that they are the question and the answer about what Nam is doing in the park.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone is doing outdoors.

2. Listen, point and say.



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

Input: – Picture cues:

a. a boy is skating **b.** a girl is cycling

c. a boy is flying a kite **d.** a girl is skipping

– Speech bubbles: *What's he / she doing? – He's / She's* _____.

Audio script:

a. skating **b.** cycling

c. flying a kite **d.** skipping

A: What's he doing?

B: He's skating.

Procedure: **Step 1:** Have pupils look at the pictures and identify the characters (a boy or a girl) and their actions.

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

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording (*What's he doing? – He's skating.*)

Step 4: Have pairs practise asking and answering questions *What's he / she doing? – He's / She's* _____. with Pictures **b**, **c** and **d**.

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

Outcome: Pupils can correctly say the words and use *What's he / she doing? – He's / She's* _____. to ask and answer questions about what someone is doing outdoors.

3. Let's talk.

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



Input: – Picture cue: In the park, Linh is skipping, Ben is skating, Lucy is cycling, and Minh is flying a kite.

– Speech bubbles: *What's he / she doing? –* _____.

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions about what someone is doing outdoors. Go around the classroom to offer support.

Step 3: Invite some pairs of pupils to come to the front of the class to perform their conversations.

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

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising asking and answering questions about what someone is doing outdoors. Get a few pairs to ask and answer questions about what someone is doing outdoors in front of the class with the help of the picture cues prepared.
- Get pupils to open their books on page 61 and look at Unit 19, Lesson 2, Activity 4.

4. Listen and number.



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

Input: Picture cues:

a. a boy is flying a kite

b. a girl is cycling

c. a girl is skipping

d. a boy is skating

Audio script:

1. *A*: What's he doing?

B: He's skating.

2. *A*: What's he doing?

B: He's flying a kite.

3. *A*: What's she doing?

B: She's cycling.

4. *A*: What's she doing?

B: She's skipping.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the characters and their outdoor activities.

Step 2: Play the recording for pupils to listen. Play the recording again so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity.

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

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

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

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

5. Look, complete and read.



Goal: To complete four target sentence patterns with the help of picture cues.

Input: Four picture cues and four incomplete sentence patterns to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the characters and their actions in the pictures.

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

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

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

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

Key: 1. cycling **2.** flying **3.** skating **4.** she; skipping

6. Let's play.

Whispering game



Goal: To listen to and repeat target words or sentences about outdoor activities.

Input: A picture showing pupils how to play *Whispering game*

Procedure: **Step 1:** Tell pupils that they are going to play *Whispering game*. Write *Whispering game* on the board.

Step 2: Divide the class into two or more teams and have teams line up in front of the board.

Step 3: Whisper a word or sentence about outdoor activities (e.g. *skating*) to the first member of each team. Then each member whispers the word or sentence to the next member in the team until the word or sentence reaches the last member of each team. The last member must say the word or sentence aloud. The team which correctly repeats the word or sentence first receives a point.

Step 4: Have the first pupils go to the end of their teams' lines and replay the game until every pupil has had a chance to go first.

Step 5: At the end of the game, the team with the most points wins.

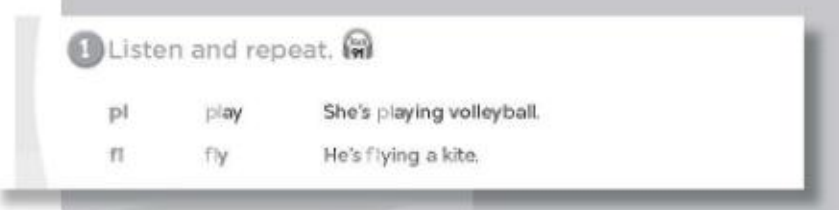
Outcome: Pupils can listen to and repeat target words or sentences about outdoor activities.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have the class play *Whispering game.*
- Get pupils to open their books on page 62 and look at Unit 19, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the consonant clusters ***pl*** and ***fl*** in isolation, in the words *play* and *fly*, and in the sentences *She's playing volleyball.* and *He's flying a kite.* with the correct pronunciation and intonation.

Input: – The consonant cluster ***pl***, the word *play* and the sentence *She's playing volleyball.*

– The consonant cluster ***fl***, the word *fly* and the sentence *He's flying a kite.*

Procedure: **Step 1:** Draw pupils' attention to the consonant cluster ***pl***, the word *play* and the sentence *She's playing volleyball.* Play the recording and encourage them to point to the consonant cluster / word / sentence while listening.

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

Step 3: Repeat **Steps 1** and **2** for the consonant cluster ***fl***.

Outcome: Pupils can correctly repeat the sounds of the consonant clusters ***pl*** and ***fl*** in isolation, in the words *play* and *fly*, and in the sentences *She's playing volleyball.* and *He's flying a kite.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *playing* and *flying* while listening.

Input: Two incomplete sentences, each with three options

Audio script:

1. Mai is playing volleyball.

2. Minh is flying a kite.

Procedure: **Step 1:** Draw pupils' attention to the incomplete sentences and the gap-fill options.

Step 2: Play the recording for pupils to listen.

Step 3: Play the recording again for pupils to listen and circle the correct options.

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

Step 5: Play the recording again for pupils to double-check their answers.

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

Outcome: Pupils can identify the target words *playing* and *flying* while listening.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the consonant clusters ***pl*** and ***fl***, the words *playing* and *flying*, and the sentences *She's playing volleyball*. and *He's flying a kite*. in the chant.

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

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

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 62.
- Get pupils to open their books on page 63 and look at Unit 19, Lesson 3, Activity 4.

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4. Read and answer.



Goal: To read a passage and answer the questions about what someone is doing outdoors.

Input: A passage and four questions

Procedure: **Step 1:** Draw pupils' attention to four questions and his / her outdoor activity in the passage.

Step 2: Have pupils work individually.

Step 3: Set a time limit for pupils to read and answer the questions. Go around the classroom to offer support where necessary.

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

Outcome: Pupils can read a passage and answer the questions about what someone is doing outdoors.

Key: **1.** They are in the park. **2.** She is cycling.

3. He is flying a kite. **4.** He is playing football.

5. Let's write.



Goal: To complete a paragraph about what a pupil and his / her friends are doing outdoors.

Input: A gapped paragraph

Procedure: **Step 1:** Draw pupils' attention to the first gap and elicit the words (*sports and games*). Have pupils write their answers. Repeat the same procedure with the next gap.

Step 2: Give pupils time to complete the paragraph.

Step 3: Have some pupils read their completed paragraphs aloud.

Outcome: Pupils can complete the paragraph about what a pupil and his / her friends are doing outdoors.

6. Project



Goal: To trace and colour the friends, then tell the class where they are and what they are doing.

Input: A general picture (see it at the end of this activity). This is a "raw" picture, which means that the characters in the picture are drawn in broken lines and uncoloured. Teachers should prepare handouts – the photos of the "raw" picture for pupils to trace and colour the characters.

Procedure:

Step 1: Have pupils work in groups.

Step 2: Model by saying: *Look at this boy. He is Bill. I'll trace and colour him.* Then trace and colour the character (Bill) in different colours. Finally, describe the character. For example: *Look! This is my friend Bill. He's in the Central Park now. He's skating…*

Step 3: Hand out copies of the picture to pupils (as shown in *Input*) and coloured pencils.

Step 4: Give time for all groups to do their task. Go around the classroom and check their work.

Step 5: If time allows, invite representatives of one or two groups to tell the class about the characters they have traced and coloured, then describe where they are and what they are doing.

Outcome: Pupils can trace and colour the friends, then tell the class where they are and what they are doing.



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VỚI CUỘC SỐNG

UNIT 20 – AT THE ZOO

Objectives

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

- correctly pronounce the sounds of the letter ***a*** in isolation, in the words *parrot* and *dancing* and in the sentences *I can see a parrot.* and *The peacock is dancing.;*
- use the words *tiger, horse, monkey, peacock, elephant, parrot, dance, count, swing* and *climb* in relation to the topic "At the zoo";
- use *What can you see? – I can see* _____. to ask and answer questions about what animals someone can see at the zoo;
- use *What is the* _____ *doing? – It's* _____. to ask and answer questions about what a zoo animal is doing;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "At the zoo";
- read and write about an animal at the zoo and what it is doing;
- show the photos of the animals (at home and at the zoo) and tell the class about them.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Spend a few minutes revising *Unit 19* by asking the class to do the project or sing the chant in Lesson 3.
- Ask pupils to prepare the project on page 69 by looking for a photo of animals (at home or at the zoo) as homework so that they can tell the class about them.
- Have pupils open their books on page 64 and look at Unit 20, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what animals someone can see at the zoo.

Input: – Context **a**: Bill: *Where are you, Mai?* Mai: *I'm at the zoo.*

– Context **b**: Bill: *What can you see?* Mai: *I can see a tiger.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What can you see?* and the answer *I can see a tiger*. Tell pupils that they are the question and the answer about what animals someone can see at the zoo.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what animals someone can see at the zoo.

2. Listen, point and say.



Goal: To correctly say the words and use *What can you see? – I can see _____.* to ask and answer questions about what animals someone can see at the zoo.

Input: – Picture cues:

a. a tiger **b.** a horse

c. a monkey **d.** a peacock

– Speech bubbles: *What can you see? – I can see _____.*

Audio script:

a. a tiger **b.** a horse **c.** a monkey **d.** a peacock

A: What can you see?

B: I can see a tiger.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of the animals. Have the class listen to the recording and repeat the words a few times in chorus and individually.

Step 2: Model by getting pupils to point at the question in the first bubble "*What can you see?*" to listen to the recording and repeat a few times. Then let them point at Picture **a**, elicit the pupils to say the missing words (e.g. *a tiger*). After that, get them to point at the answer in the second bubble, listen to the recording and repeat *I can see a tiger*. Go around and offer help or correct pupils' pronunciation where necessary.

Step 3: Repeat the same procedure with Pictures **b**, **c**, **d** by letting one pupil ask the question and the other answer about what an animal he / she can see at the zoo. Go around the classroom and offer help where necessary.

Step 4: Invite a few pairs to point at the pictures and ask and answer questions about animals in front of the class.

Outcome: Pupils can correctly say the words and use *What can you see? – I can see _____.* to ask and answer questions about what animals someone can see at the zoo.

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3. Let's talk.



Goal: To enhance the correct use of *What can you see? – I can see* _____. to ask and answer questions about what animals someone can see at the zoo in a freer context.

Input: – Picture cue: Some animals at the zoo: a tiger, a horse, a peacock, a monkey

– Speech bubbles: *What can you see at the zoo?* – _____.

Procedure: **Step 1:** Have pupils look at the picture and elicit them to say the names of the animals. Check comprehension. Encourage pupils to point at each animal and say what they can see (e.g. *I can see a tiger.*).

Step 2: Model by getting pupils to listen to and repeat the question in the first bubble *What can you see?* Then ask them to point at one animal (e.g. *a peacock*) and answer *I can see a peacock*. Correct the pronunciation if necessary.

Step 3: Give the pupils time to practise asking and answering the questions in pairs. Go around the classroom and offer help where necessary.

Step 4: Invite a few pairs to practise asking and answering the questions in front of the class.

Outcome: Pupils can enhance the correct use of *What can you see? – I can see* _____. to ask and answer questions about what animals someone can see at the zoo in a freer context.

Preparation for the project: Tell pupils about the project on page 69. Ask them to prepare the photos of the animals to share with their friends and tell the class about them. Ask them to prepare it at home and bring their work to class to present it at Project time. In Lesson 2, Period 4, remind pupils again of what they need to prepare for the project.

LESSON 1 (Period 2)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class and encourage pupils to greet each other in pairs.
- Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to the front of the class to ask and answer questions about what animals they can see at the zoo, using the picture in Activity 3, Lesson 1.
- Have pupils open their books on page 65 and look at Unit 20, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures.

Input: Picture cues: **a.** a horse **b.** a tiger
c. a peacock **d.** a monkey

Audio script:

1. *A*: What can you see?
B: I can see a monkey.

2. *A*: What can you see?
B: I can see a horse.

3. *A*: What can you see?
B: I can see a tiger.

4. *A*: What can you see?
B: I can see a peacock.

Procedure: **Step 1:** Have pupils look at each picture in Activity 4 and ask them *What can you see?* and let them give the answers (e.g. Picture **a**: *I can see a horse.*). Check comprehension.

Step 2: Play the recording all the way through so that pupils can get familiar with the characters' voices. Then play the recording (once or twice, if necessary) for them to listen and number the pictures.

Step 3: Let them swap and check the answers before checking as a class. Correct the answers, if necessary.

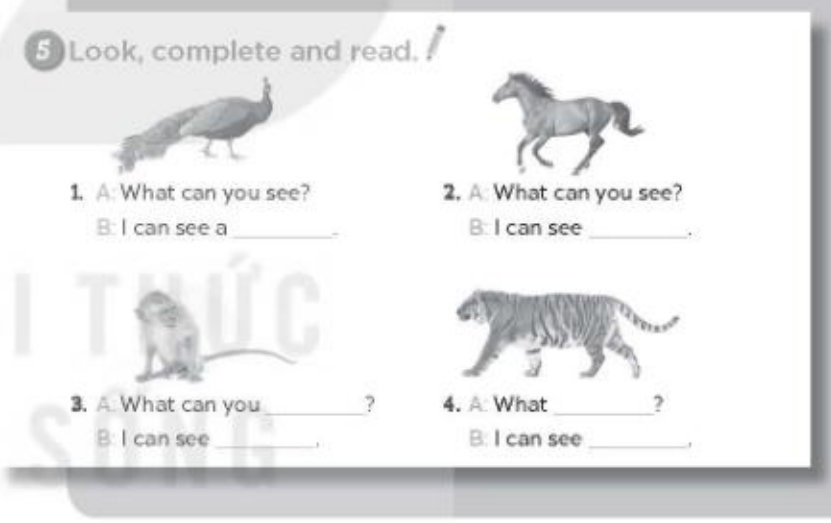
Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures.

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

5. Look, complete and read.

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



Input: Four picture cues and four incomplete exchanges to complete

Procedure: **Step 1:** Tell the class the goal of this activity. Have pupils read each exchange and guess the missing word(s) that can be used to fill in the gap(s). Then have them look at the pictures and elicit the names of the animals in Pictures **1** and **2** and the verb or verb phrase in the question and the names of the animals in the answers in Pictures **3** and **4**. You may model the first gapped exchange. Check comprehension.

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

Step 3: Ask pupils to swap and check their answers before checking as a class. If there is enough time, ask pupils to write the answers on the board before having them write the answers in their notebooks.

Step 4: Invite a few pairs of pupils to read aloud the completed exchanges in front of the class. The class listens and praises their work.

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

Key: 1. peacock **2.** a horse **3.** see; a monkey **4.** can you see; a tiger

6. Let's play.



Miming game

Goal: To revise the target vocabulary items through the *Miming game*.

Input: Five cards, each with a target vocabulary item (e.g. *horse, tiger, monkey, elephant, peacock*)

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

Step 2: Divide pupils into groups of five and give each group a set of cards.

Step 3: Have each player in group 1 in turn look at the card and mime / act out the animal on the card (e.g. *monkey*) without making any sounds or lip movements. The other player in the group asks *What can you see?* The players in group 2 answer (e.g. *I can see a monkey.*). If the second group has the correct answer, they get a point. Switch the groups and let each player in group 2 mime the animal while the first group gives the answer. The game ends when all the cards are gone. The group which has the most points wins.

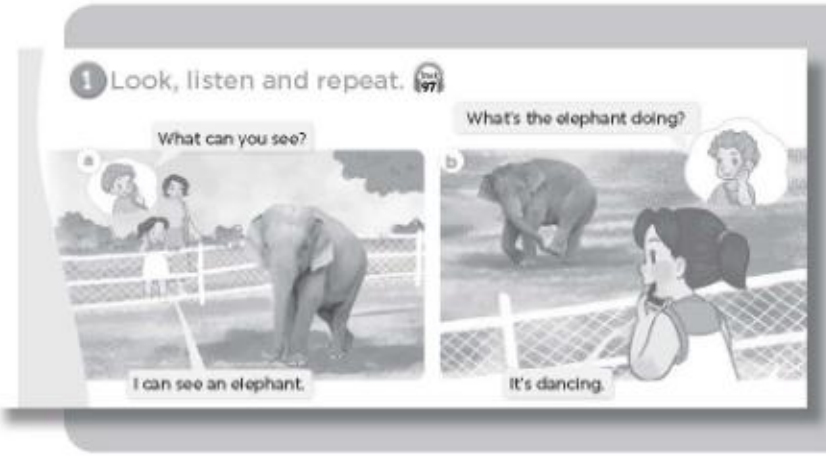
Outcome: Pupils can play the game *Miming game* to revise the target vocabulary items learnt in the lesson.

LESSON 2 (Period 3)

Warm-up

- Spend a few minutes revising Unit 20, Lesson 1 by asking the class to play the game *Miming game.*
- You may invite a few pairs of pupils to point at the pictures in Activity 5 and act out the exchanges, using *What can you see at the zoo? – I can see _____.*
- Have pupils open their books on page 66 and look at Unit 20, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what a zoo animal is doing.

Input: – Context **a**: Bill: *What can you see?* Mai: *I can see an elephant.*

– Context **b**: Bill: *What's the elephant doing?* Mai: *It's dancing.*

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

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

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

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

Step 5: Draw pupils' attention to the question *What's the elephant doing?* and the answer *It's dancing.* Tell pupils that they are the question and the answer about what a zoo animal is doing.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what a zoo animal is doing.

2. Listen, point and say.



Goal: To correctly say the words and use *What's the _____ doing? – It's _____.* to ask and answer questions about what a zoo animal is doing.

Input: – Picture cues:

a. an elephant dancing

b. a parrot counting

c. a monkey swinging

d. a tiger climbing

– Speech bubbles: *What's the _____ doing? – It's _____.*

Audio script:

a. dancing **b.** counting **c.** swinging **d.** climbing

A: What's the elephant doing?

B: It's dancing.

Procedure: **Step 1:** Have pupils point at the words under the pictures, listen to the recording and repeat a few times until they feel confident. Explain the meaning of the words. Check comprehension.

Step 2: Model by getting pupils to point at Picture **a** and elicit the name of the animal (e.g. *elephant*). Have them look at the question in the first bubble, listen to the recording and repeat it a few times. Then have them look at the gapped answer *It's _____.* and fill the gap with the *ing* form of the verb under the picture (e.g. *dancing*), listen to the recording and say the completed answer a few times.

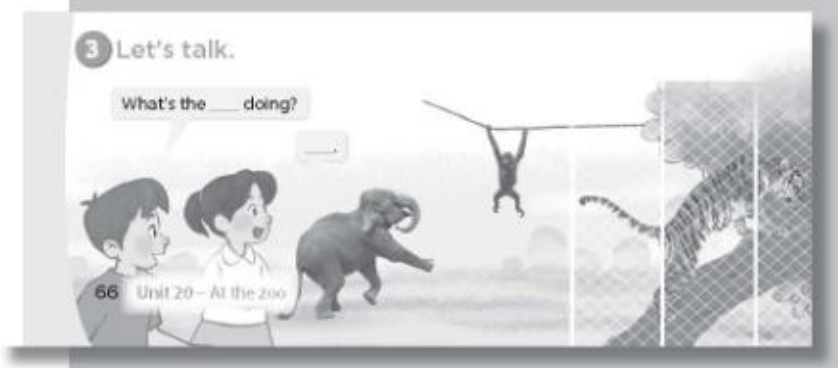
Step 3: Give pupils a time limit to practise asking and answering the questions, using the *ing* form of the verbs under the pictures as cues. Go around and offer help where necessary.

Step 4: Invite a few pairs of pupils to point at the pictures, ask and answer questions about what an animal is doing at the zoo in front of the class.

Outcome: Pupils can correctly say the words and use *What's the _____ doing? – It's _____.* to ask and answer questions about what a zoo animal is doing.

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3. Let's talk.



Goal: To enhance the correct use of *What's the _____ doing? – It's _____.* to ask and answer questions about what a zoo animal is doing in a freer context.

Input: – Picture cues: Some animals at the zoo: an elephant dancing, a monkey swinging, a tiger climbing (a tree); Two pupils are asking and answering questions about what a zoo animal is doing.

– Speech bubbles: *What's the _____ doing? – _____.*

Procedure: **Step 1:** Tell the class the goal of this activity. Get them to point at the monkey and ask *What's the monkey doing?* Then have them complete the exchange by saying: *It's swinging*. Ask one pair of pupils to role-play the exchange in front of the class. Check comprehension.

Step 2: Give the pupils time to practise asking and answering the questions in pairs or groups. Go around the classroom and offer help or correct the pronunciation where necessary.

Step 3: Invite a few pairs of pupils to point at each animal, asking and answering the question in front of the class.

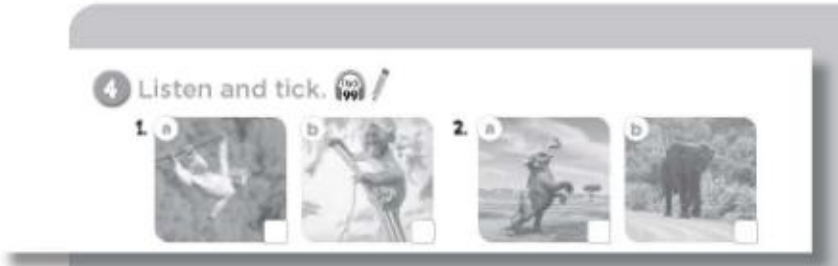
Outcome: Pupils can enhance the correct use of *What's the _____ doing? – It's _____.* to ask and answer questions about what a zoo animal is doing in a freer context.

LESSON 2 (Period 4)

Warm-up

- Spend a few minutes revising the previous lesson by letting a few pairs of pupils ask and answer questions about what a zoo animal is doing in the picture in Activity 3.
- Let pupils open their books on page 67 and look at Unit 20, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and what each of them is doing and tick the correct pictures.

Input: Picture cues:

1a. a monkey swinging on a branch

1b. a monkey climbing a tree

2a. an elephant dancing

2b. an elephant walking

Audio script:

1. *Bill*: What can you see?

Mai: I can see a monkey.

Bill: What's the monkey doing?

Mai: It's climbing the tree.

2. *Bill*: What can you see?

Mai: I can see an elephant.

Bill: What's the elephant doing?

Mai: It's dancing.

Procedure: **Step 1:** Have pupils look at the first pair of picture cues. Ask them some questions such as *What can you see? What's it doing?* Draw pupils' attention to the similarity (e.g. a monkey) and the difference between two pictures (e.g. the monkey is swinging in Picture **a**, the monkey is climbing the tree in Picture **b**). Check comprehension.

Step 2: Play the recording of the first text (once or twice if needed) for pupils to listen and tick the correct pictures.

Step 3: Repeat the same procedure with Pictures **2a** and **2b**. Play the recording again for pupils to double check their answers.

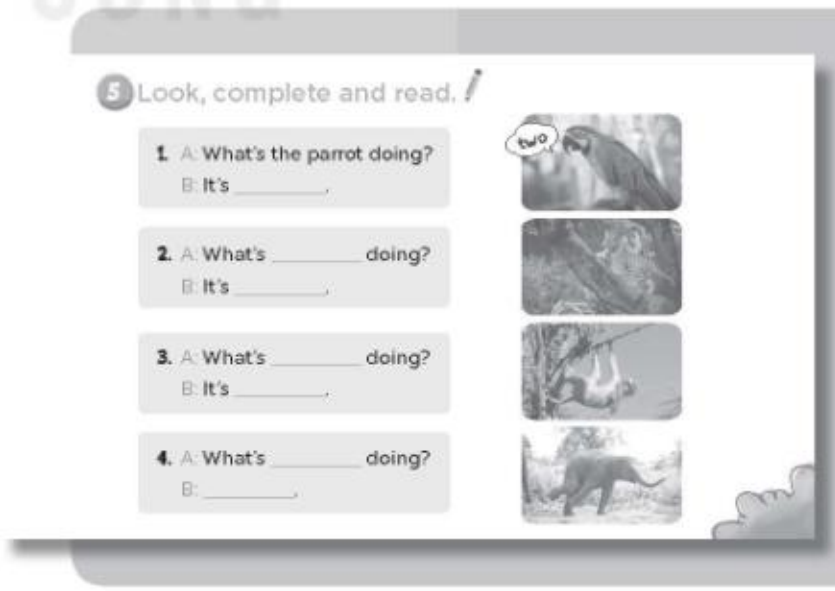
Step 4: Let pupils swap and check the answers before checking as a class.

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

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about what an animal they can see at the zoo and what it is doing and tick the correct pictures.

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

5. Look, complete and read.



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

Input: Four picture cues and four incomplete exchanges to complete

Procedure: **Step 1:** Model by getting pupils to do the gapped exchange **1**. Have them look at the picture. Ask them some questions such as *What can you see?* and *What's it doing?* Draw pupils' attention to the gap in the answer and say what they should write (e.g. *counting*). Check comprehension.

Step 2: Give pupils a time limit to read the gapped exchanges **2**, **3** and **4**, look at the pictures and fill in the gaps independently.

Step 3: Ask pupils to swap and check the answers. Correct the answers if necessary.

Step 4: Invite four pairs of pupils to read aloud the completed exchanges in front of the class.

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

Key: **1.** counting **2.** the tiger; climbing (the tree)

3. the monkey; swinging **4.** the elephant; It's dancing

6. Let's sing.



Goal: To sing the song *At the zoo* with the correct pronunciation, melody and intonation.

Input: The lyrics and the recording of the song *At the zoo*

Procedure: **Step 1:** Have pupils read the first verse of the lyrics. Explain that the first question and answer focuses on what the pupils can see at the zoo. The second deals with what the monkey is doing. Check comprehension.

Step 2: Have pupils listen to the first verse, drawing their attention to the pronunciation, the rhythm and the melody of the song. Then let them listen to and practise singing it, line by line first, and clap hands or do actions until they sing confidently.

Step 3: Repeat the same procedure with the second verse. Go around and check pronunciation, the rhythm and the melody if needed.

Step 4: Ask pupils to sing the whole song, clapping hands or doing actions.

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

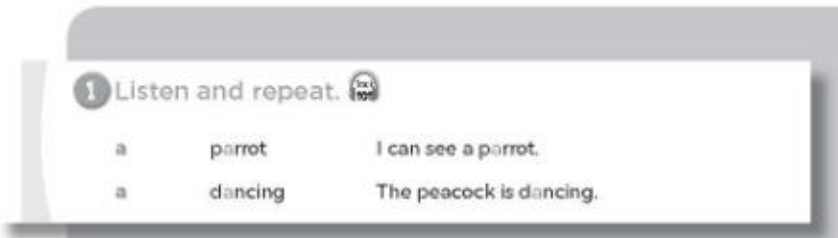
Outcome: Pupils can sing the song *At the zoo* with the correct pronunciation, melody and intonation.

LESSON 3 (Period 5)

Warm-up

- Invite one or two groups of pupils to the front of the class and sing the song *At the zoo*.The class may sing along and do actions or clap.
- Ask pupils to find a few photos of animals they can see at home or at the zoo so that they can show to the class at Act 6, Lesson 3, and tell the class what animal they can see.
- Have pupils open their books on page 68 and look at Unit 20, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letter ***a*** in isolation, in the words *parrot* and *dancing* and in the sentences *I can see a parrot.* and *The peacock is dancing.* with the correct pronunciation and intonation.

Input: The letter ***a***, the word *parrot,* and the sentence *I can see a parrot.*

The letter ***a***, the word *dancing,* and the sentence *The peacock is dancing.*

Procedure: **Step 1:** Have pupils point at the letter ***a***, the word *parrot* and the sentence *I can see a parrot.* Play the recording for them to listen and repeat in chorus and individually. Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.

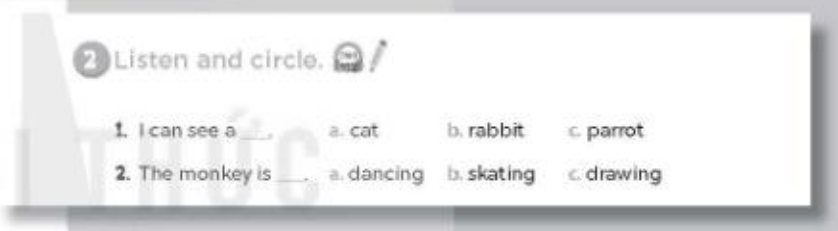
Step 2: Repeat the same procedure with the second line. Go around the class and correct the pronunciation where necessary. Explain that the letter ***a*** is pronounced differently in isolation as well as in the words *parrot* and *dancing*.

Step 3: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Step 4: Ask a few pupils to say two lines in front of the class.

Outcome: Pupils can correctly repeat the sounds of the letter ***a*** in isolation, in the words *parrot* and *dancing,* and in the sentences *I can see a parrot.* and *The peacock is dancing.* with the correct pronunciation and intonation.

2. Listen and circle.



Goal: To identify the target words *parrot* and *dancing* while listening.

Input: Two gapped sentences, each with three options

Audio script:

1. I can see a parrot. **2.** The monkey is dancing.

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

Step 2: Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.

Step 3: Play the recording, once or twice, for pupils to listen and circle the correct options.

Step 4: Let pupils swap and check the answers in pairs or groups before checking as a class.

Step 5: Invite a few pupils to read aloud the completed sentences in front of the class. Remind them to stress the target language.

Outcome: Pupils can identify the target words *parrot* and *dancing* while listening.

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

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3. Let's chant.



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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sound of the letter ***a*** in the word *parrot* in the first verse. Check comprehension.

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

Step 3: Play the recording of the whole verse again, more than once if necessary, for pupils to do choral and individual repetition. Then invite one or two groups of pupils to listen to and repeat the verse in front of the class.

Step 4: Repeat the same procedure with the second verse of the chant. Draw pupils' attention to the sound of the letter ***a*** in the word *dancing* in the second and fourth lines.

Step 5: Put the class into two groups to practise chanting and clapping. Each of the groups should sing one verse of the chant. Invite a few groups to the front of the class to chant and clap. The rest of the class may clap along.

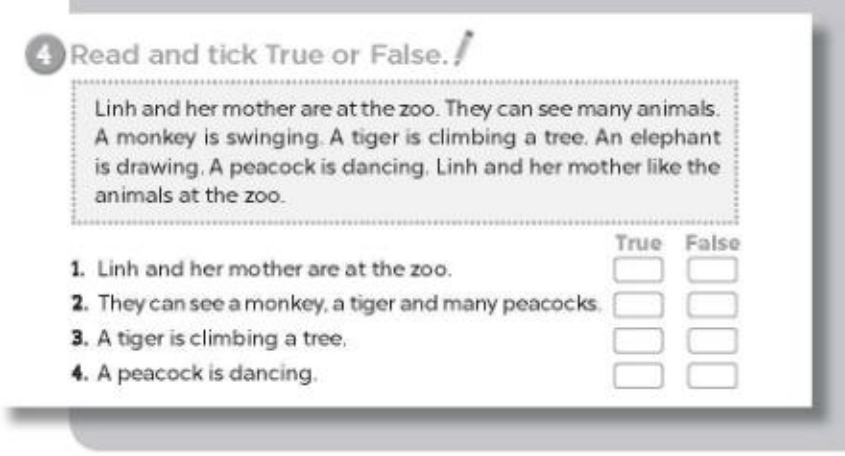
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and invite one or two groups of pupils to the front of the class and sing the chant in Activity 3. The rest of the class may sing along and clap hands.
- Have pupils open their books on page 69 and look at Unit 20, Lesson 3, Activity 4.

4. Read and tick True or False.



Goal: To read and understand the text.

Input: – A short text about animals at a zoo and what they are doing

– Four sentences with True and False boxes

Procedure: **Step 1:** Tell the class the goal of this activity and how to complete the task. Tell pupils that the text is about a visit to a zoo and what some animals are doing. Check comprehension and give feedback.

Step 2: Do Sentence **1** as an example. First, have pupils read the sentence and identify where Linh and her mother are. Then have them read the text and find the appropriate information to tick in the True box or False box. Check comprehension.

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

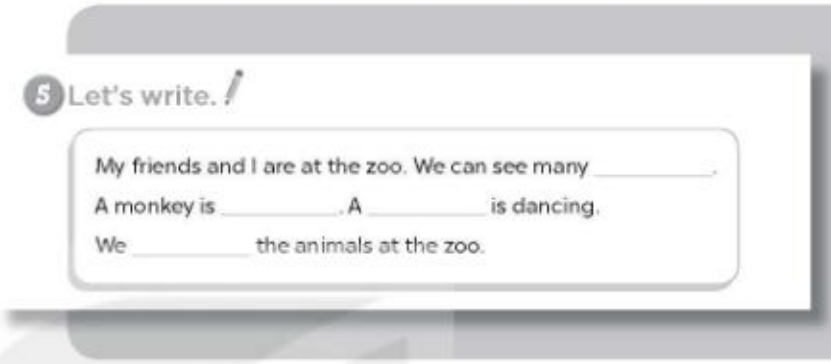
Step 4: Let pupils swap and check the answers. Correct the answers if necessary.

Extension: If time allows, select one or two pupils to read the text in front of the class. You may ask pupils to correct the false sentence with the information from the text.

Outcome: Pupils can read and understand the text.

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

5. Let's write.



Goal: To use the target language in a real context by completing a gapped text about what pupils can see at the zoo.

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of this activity: Pupils read the gapped text and fill in the gaps with their own experience. Explain that the first gap should be animals, the second gap should be what the monkey is doing, the next gap can be an animal and the last gap can be what the pupils think about the animals at the zoo. Check comprehension.

Step 2: Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.

Step 3: In pairs or groups, ask pupils to swap their completed text before checking as a class. Praise them when they do the task well.

Extension: If there is enough time, invite one or two pupils to read their completed text in front of the class.

Outcome: Pupils can use the target language to complete the text with their own experiences.

6. Project



Goal: To use the target language items they have learnt in a real context by showing the class some photos of animals and saying what animals they can see at home or at the zoo.

Input: Photos of animals at home or at the zoo that pupils have found as homework

Procedure: **Step 1:** Tell pupils about the goal of the activity. Explain that they are going to show some photos of animals (at home or at the zoo) which they have found as homework and tell the class about them.

Step 2: Have pupils work in groups. Each member shows his / her photos and introduces them, e.g. *I can see* a *dog at home. I can see two monkeys at the zoo.* Go around and praise pupils when they perform well.

Step 3: Invite one or two pupils to show their photos to the class and say what animals they can see at home or / and at the zoo.

Outcome: Pupils can use the target language in a real context by showing some photos of animals at home or at the zoo and telling their partners what animals they can see at home or at the zoo.

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REVIEW 4

Objectives

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

- correctly use the following sentence patterns:
  - *Do you have any _____? – Yes, I do. / No, I don't.*
  - *How many _____ do you have? – I have _____.*
  - *He / She has _____.*
  - *They have _____.*
  - *I'm _____.*
  - *What are you doing? – I'm _____.*
  - *He's / She's _____.*
  - *What's he / she doing? – He's / She's _____.*
  - *What can you see? – I can see _____.*
  - *What's the _____ doing? – It's _____.*
- take part in three fun activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and encourage pupils to respond to your greeting. Then spend a few minutes revising *Unit 20* by having them say the chant in Lesson 3. Encourage pupils to clap while saying the chant. Praise them when their pronunciation is good.
- Get pupils to open their books on page 70 and look at Review 4. Tell them what they will learn in this unit.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts and tick the correct pictures.

Input: Picture cues:

1a. two girls with three planes

1b. two girls with three trains

2a. a boy playing with a cat

2b. a boy playing with a dog



3a. a girl listening to music

3b. a girl drawing a picture

4a. a monkey

4b. a tiger

5a. a boy reading a book

5b. a boy cycling

Audio script:

1. They have three planes.

2. *A*: Do you have any cats?

B: No, I don't. I have a dog.

3. *A*: What are you doing?

B: I'm listening to music.

4. *A*: What can you see?

B: I can see a monkey.

5. *A*: What's he doing?

B: He's cycling.

Procedure:

Step 1: Draw pupils' attention to Pictures **1a** and **1b**. Elicit the quantity of planes and trains that the girls have in two pictures. Check comprehension.

Step 2: Play the recording for pupils to listen and circle the correct letter, **a** or **b**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with the rest of the pictures.

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

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

Outcome: The pupils can listen to and understand five communicative contexts and tick the correct pictures.

Key: 1. a **2.** b **3.** a **4.** a **5.** b

2. Listen and number.

Goal: To listen to and understand four communicative contexts and number the correct pictures.



Input: Picture cues:

a. a boy and his two rabbits

b. one parrot counting

c. a girl holding a teddy bear

d. a grandfather watching TV

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Audio script:

1. She has a teddy bear.

2. *A:* Do you have any rabbits?

B: Yes, I do. I have two rabbits.

3. *A:* What's he doing?

B: He's watching TV.

4. *A:* What's the parrot doing?

B: It's counting.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the context in each picture (as mentioned in *Input*).

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

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

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

Outcome: Pupils can listen to and understand four communicative contexts and number the correct pictures.

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

Period 2

3. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to the first sentence (**1.** *Do you have any goldfish?*). Read it together as a class. Check comprehension.

Step 2: Draw pupils' attention to the sentences **a** to **e** on the right. Ask them to choose the correct answer to Question **1**, then match. When pupils answer correctly, tell them to draw a line to match the question to the answer (1 – b). Repeat the same procedure with the rest of the questions (**2** to **5**).

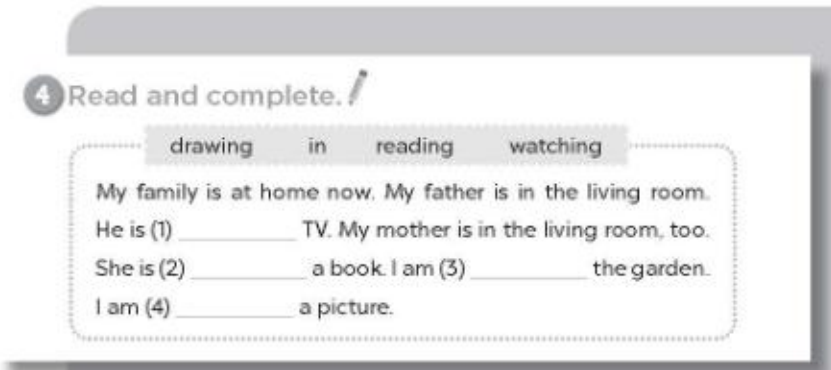
Step 3: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite pairs of pupils to stand up and read aloud the matched exchanges.

Outcome: Pupils can read and match pairs of target sentence patterns.

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

4. Read and complete.



Goal: To read and complete a gapped passage.

Input: – Word cues: *drawing, in, reading, watching*

– A gapped passage

Procedure: **Step 1:** Draw pupils' attention to the first gapped sentence (*He is (1)_____ TV.*). Write it on the board.

Step 2: Now draw their attention to the word cues and ask them to choose the correct word to complete the sentence. When pupils answer correctly, tell them to read and complete the sentence in their notebooks. Repeat the same procedure with the rest of the passage.

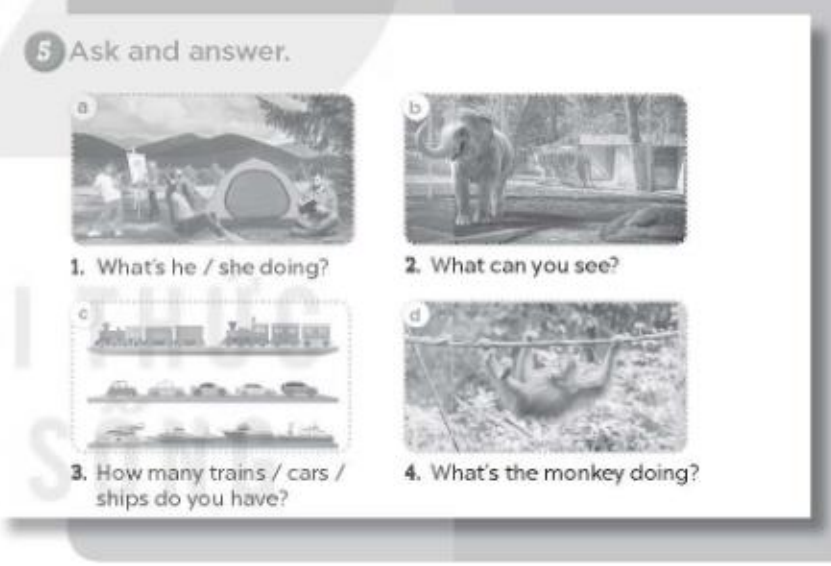
Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite some pupils to stand up and read aloud the completed passage.

Outcome: Pupils can read and complete a gapped passage with the words related to the topic "Playing and doing".

Key: 1. watching **2.** reading **3.** in **4.** drawing

5. Ask and answer.



Goal: To read and answer questions using picture cues.

Input: Four questions with picture cues

Procedure: **Step 1:** Draw pupils' attention to the first picture. Get them to identify the characters in the picture and what they are doing. Check their comprehension.

Step 2: Draw pupils' attention to Question **1** (**1.** *What's he / she doing?*). Have pupils point to each character in the picture to answer the question. Repeat the same procedure with the rest of the questions.

Step 3: Tell pupils to take it in turns to role-play the four exchanges. Go around the classroom to monitor the activity.

Extension: Invite pairs of pupils to stand up and take it in turns to act out the questions and answers.

Outcome: Pupils can ask and answer four questions using picture cues.

FUN TIME

Period 3

Warm-up

- Greet the class and have pupils sing the song *Their toys* in Unit 16.
- Get pupils to open their books on page 72, Fun time 4, Activity 1.

1. Do the puzzle. Then complete and say the sentences.

Goal: To revise key vocabulary and sentence patterns by doing the crossword with the picture cues and completing the gapped sentences using the words from the crossword and say them aloud.

Input: – The crossword and five picture cues illustrating things and actions:

1. drawing **2.** train **3.** rabbits

4. elephant **5.** parrot

– Flash cards for *drawing, train, rabbits, elephant* and *parrot.*

Procedure: **Step 1:** Hold up the flash cards for *drawing, train, rabbits, elephant* and *parrot* to revise the words.

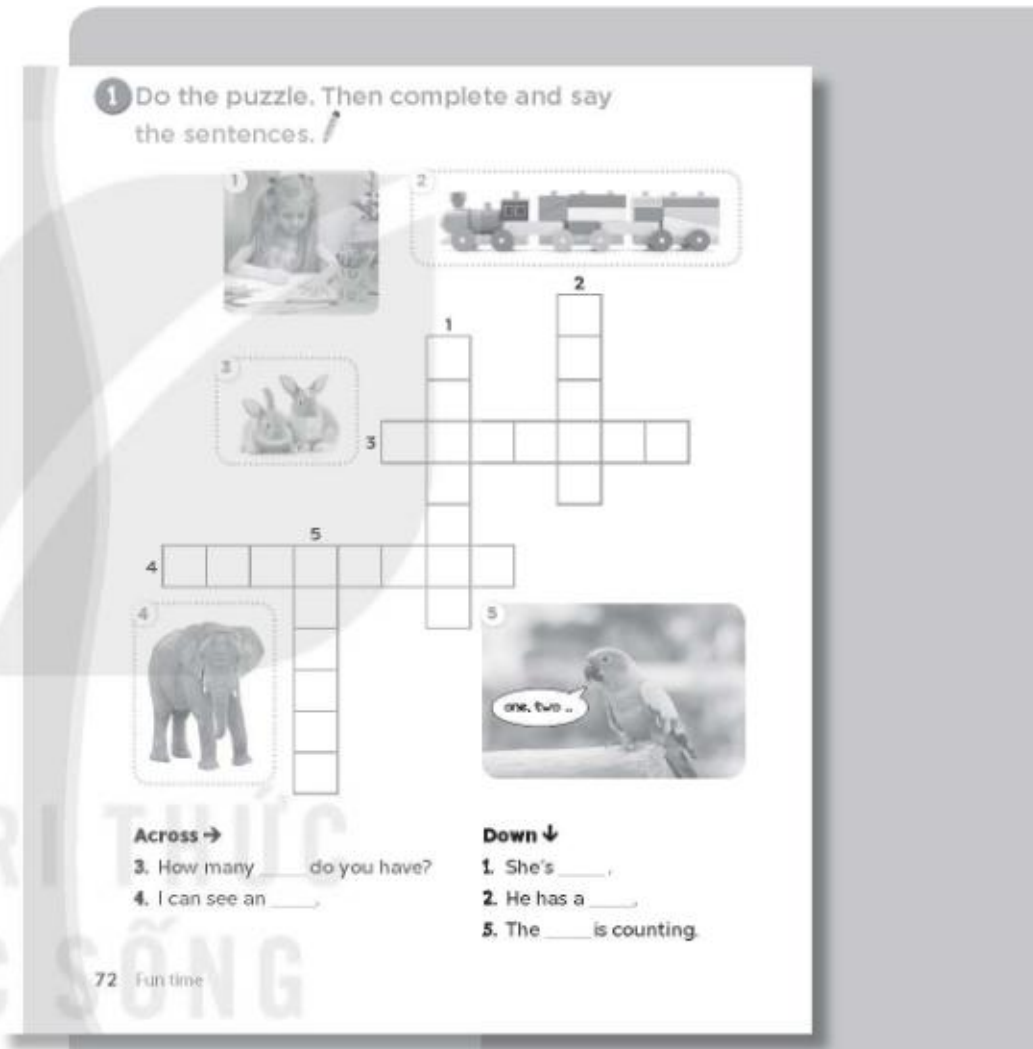
Step 2: Tell pupils about the task. Point at Picture **1**, elicit the word, write the word in the crossword as an example. Tell pupils to repeat the same procedure with the other picture cues.

Step 3: Give pupils time to complete the rest of the sentences, then check the answers as a class.

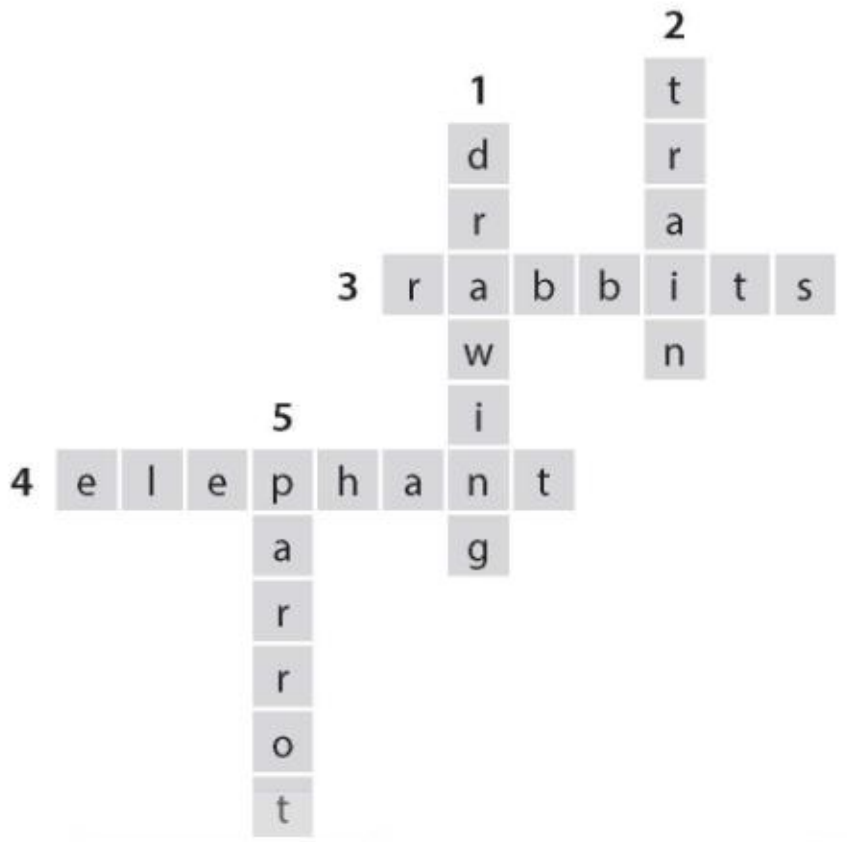
Step 4: Have pupils complete the gapped sentences. Read Sentence **1** (Down ↓) and **3** (Across →) to complete as two examples. Have them check and correct their answers in pairs.

Step 5: Have pupils work in pairs, point at each sentence and say it aloud.

Outcome: Pupils can complete the crossword using the picture cues, and complete the gapped sentences using the words from the crossword and read them aloud.



Key:



Across (→)
3. rabbits
4. elephant

Down (↓)
1. drawing
2. train
5. parrot

2. Quiz time

Goal: To prepare and carry out an interview.

Input: A table with three questions to interview a friend


2 Quiz time

Interview your friends and write the answers.

	Your friend's name	His / Her answer
1. What are you doing?		
2. Do you have any dogs / parrots / rabbits?		
3. How many teddy bears / cars / trucks do you have?		

Procedure: **Step 1:** Have pupils choose the words to complete the questions. Write the questions in the notebooks. Remember, they can choose any word in the list to make the questions. Invite some pupils to read their questions aloud.

Step 2: Have pupils use the questions to interview a friend and write down the friend's answers. Invite two good pupils to take turns interviewing each other by asking and answering the questions and then write down the answers in their notebooks.

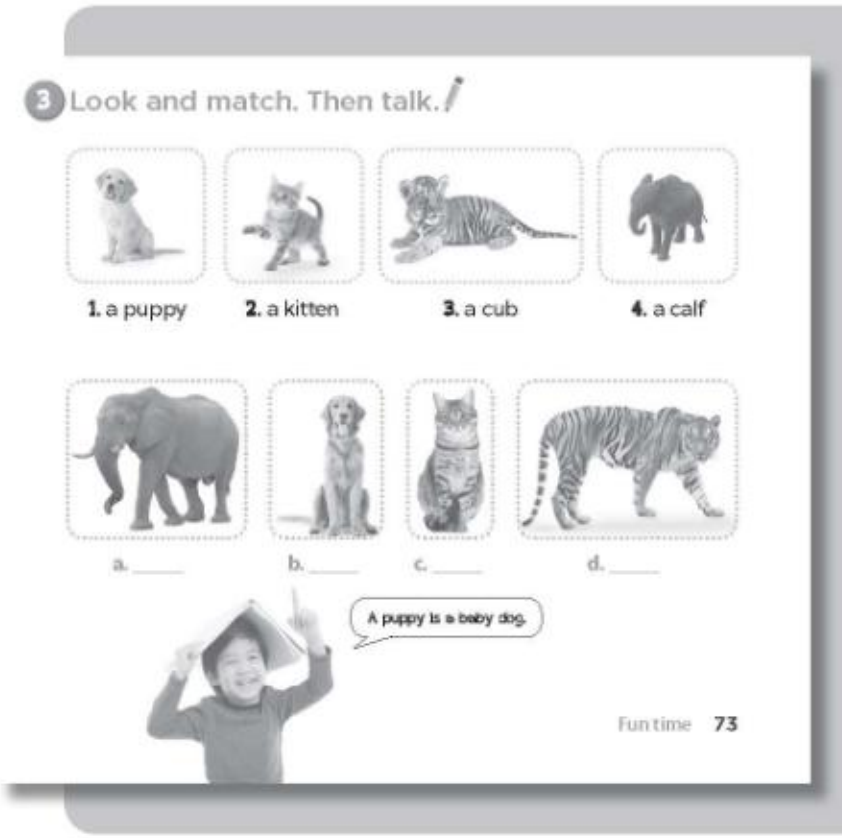
Step 3: Have pupils work in pairs and interview each other. Give pupils time to do the task. Go around the classroom to offer support.

Step 4: Invite a few pairs to the front of the class to interview each other. Enable the class to praise them or cheer if they do a good job.

Outcome: Pupils can prepare the questions, interview one of their friends and write down the answers.

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3. Look and match. Then talk.



Goal: To learn the names of baby animals and match them to their parents, then talk about the animals.

Input: – Four pictures showing baby animals, labelled **1** puppy, **2** kitten, **3** cub, **4** calf

– Four pictures showing adult animals, labelled **a** to **d**

Procedure: **Step 1:** Draw pupils' attention to Pictures **a** to **d** and elicit the names of the adult animals: *elephant, dog, cat, tiger.*

Step 2: Draw pupils' attention to Picture **1**, or display a picture of a puppy on the board. Write *puppy* on the board and model it for pupils to repeat. Repeat the same procedure with Pictures **2** to **4**.

Step 3: Have pupils complete the activity by drawing lines to match the baby animals to their parents. Check answers together as a class.

Step 4: Write *A puppy is a baby dog.* on the board. Put pupils into pairs to take turns talking about the animals, using the structure on the board:

A kitten is a baby cat.

A cub is a baby tiger.

A calf is a baby elephant.

Outcome: Pupils can match the names of baby animals to their parents.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TIẾNG ANH 3 – SÁCH BÀI TẬP
AUDIO SCRIPTS

UNIT 1. HELLO

LESSON 1

Track 1

3. Who's speaking? Listen and match.

1. Hello. I'm Lucy.

2. Hi. I'm Minh.

3. Hello. I'm Ben.

4. Hi. I'm Mai.

LESSON 2

Track 2

3. Listen and tick.

1. *Ben:* Goodbye, Mai.
Mai: Bye, Ben.

2. *Minh:* Hi. I'm Minh.
Lucy: Hello, Minh. I'm Lucy.

3. *Ben:* Hi, Lucy. How are you?
Lucy: Fine, thank you.

4. *Mai:* Bye, Lucy.
Lucy: Goodbye, Mai.

UNIT 2. OUR NAMES

LESSON 1

Track 3

3. Listen and number.

1. *A:* What's your name?
B: My name's Nam.

2. *A:* What's your name?
B: My name's Bill.

3. *A:* What's your name?
B: My name's Mary.

4. *A:* What's your name?
B: My name's Linh.

LESSON 2

Track 4

3. Listen and circle. Then point and say.

1. *A:* How old are you?
B: I'm eight years old.

2. *A:* How old are you?
B: I'm seven years old.

3. *A:* How old are you?
B: I'm ten years old.

4. *A:* How old are you?
B: I'm nine years old.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 3. OUR FRIENDS

LESSON 1

Track 5

3. Listen and number.

1. This is Lucy.

2. That's Mai.

3. This is Ben.

4. That's Mr Long.

LESSON 2

Track 6

3. Listen and tick or cross.

1. *A:* Is this Nam?
B: Yes, it is.

2. *A:* Is that Linh?
B: No, it isn't. It's Mai.

3. *A:* Is this Mary?
B: Yes, it is.

4. *A:* Is that Bill?
B: No, it isn't. It's Ben.

UNIT 4. OUR BODIES

LESSON 1

Track 7

3. Listen and tick or cross.

1. *A:* What's this?	*B:* It's a face.
2. *A:* What's this?	*B:* It's a nose.
3. *A:* What's this?	*B:* It's an ear.
4. *A:* What's this?	*B:* It's an eye.

LESSON 2

Track 8

3. Listen and circle True or False.

1. Touch your face!

2. Touch your nose!

3. Open your mouth!

4. Touch your ears!

UNIT 5. MY HOBBIES

LESSON 1

Track 9

3. Listen and match.

1. *Ben:* Hello, Ms Hoa. What's your hobby?
Ms Hoa: It's dancing.

2. *Ben:* Hello, Mr Long. What's your hobby?
Mr Long: It's drawing.

3. *Mai:* What's your hobby, Nam?
Nam: It's swimming.

4. *Mai:* What's your hobby, Mary?
Mary: It's singing.

LESSON 2

Track 10

3. Listen and tick or cross.

1. *Nam:* What's your hobby, Bill?
Bill: I like running.

2. *Lucy:* What's your hobby, Mai?
Mai: I like painting.

3. *Bill:* What's your hobby, Nam?
Nam: I like walking.

4. *Mai:* What's your hobby, Lucy?
Lucy: I like drawing.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SELF-CHECK 1

Track 11

1. Listen and tick or cross.

1. *A:* What's your name?
   B: My name's Mary.
2. *A:* Is this Ms Hoa?
   B: Yes, it is.
3. *A:* Is that Mr Long?
   B: Yes, it is.
4. *A:* How old are you?
   B: I'm nine years old.
5. Touch your eyes!
6. *A:* What's your hobby?
   B: It's cooking.

Track 12

2. Listen and number.

1. *A:* What's your hobby?
   B: I like dancing.
2. *A:* Is that Ms Hoa?
   B: Yes, it is.
3. *A:* How old are you?
   B: I'm six years old.
4. *A:* What's this?
   B: It's a mouth.
5. *A:* How are you?
   B: Fine, thank you.

UNIT 6. OUR SCHOOL

LESSON 1

Track 13

3. Listen and circle Yes or No.

1. *A:* That's a zoo.
   B: It's big.
2. *A:* This is my classroom.
   B: Wow! It's nice.
3. *A:* Is this our library?
   B: Yes, it is.
4. *A:* Look. Is this our school garden?
   B: No, it isn't. It's our playground.

LESSON 2

Track 14

3. Listen and match.

1. *A:* Let's go to the gym, Ben.
   B: OK, let's go.
2. *A:* The music room is over there.
   B: Let's go, Mai.
3. *A:* I want to learn typing, Minh.
   B: Let's go to the computer room.
4. *A:* Let's go to the art room, Lucy.
   B: The art room?
   A: Yes.

UNIT 7. CLASSROOM INSTRUCTIONS

LESSON 1

Track 15

3. Listen and number.

1. Stand up, please!
2. Sit down, please!

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3. Open your book, please!

4. Close your book, please!

LESSON 2

Track 16

3. Listen and circle.

1. May I come in?

2. May I sit down?

3. May I open the door?

4. May I speak Vietnamese?

UNIT 8. MY SCHOOL THINGS

LESSON 1

Track 17

3. Listen and match.

1. Hi. I'm Mai. I have a book.

2. Hello. I'm Nam. I have a school bag.

3. Hi. I'm Ben. I have a ruler.

4. Hello. I'm Mary. I have a pen.

LESSON 2

Track 18

3. Listen and tick or cross.

1. *A:* Do you have an eraser, Mary?
B: Yes, I do.

2. *A:* Do you have a pencil, Nam?
B: No, I don't.

3. *A:* Mai, do you have a notebook?
B: No, I don't.

4. *A:* Lucy, do you have a pencil case?
B: Yes, I do.

UNIT 9. COLOURS

LESSON 1

Track 19

3. Listen and colour.

A: What colour is the pen?

B: It's red.

A: What colour is the pencil?

B: It's brown.

A: What colour is the eraser?

B: It's yellow.

A: What colour is the ruler?

B: It's blue.

LESSON 2

Track 20

3. Listen and tick or cross.

1. *A:* What colour are the erasers?
B: They're orange.

2. *A:* What colour are the pencils?
B: They're white.

3. *A:* What colour are the rulers?
B: They're orange.

4. *A:* What colour are the pens?
B: They're blue.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 10. BREAK TIME ACTIVITIES

LESSON 1

Track 21

3. Listen and tick or cross.

1. I play badminton at break time. It's fun.

2. At break time, I play basketball with my friends.

3. I like games. I play chess at break time.

4. I like sports. I play basketball at break time.

LESSON 2

Track 22

3. Listen and match.

A: What do you do at break time, Andy?

B: I play table tennis.

A: What about you, Lisa?

C: I don't play table tennis. I do word puzzles.

A: And you, Ben, what do you do at break time?

D: I play football.

SELF-CHECK 2

Track 23

1. Listen and tick or cross.

1. *A:* Is this our gym?
B: Yes, it is.

2. *A:* Is that your classroom?
B: Yes, it is.

3. I have a notebook.

4. *A:* What colour is your school bag?
B: It's black.

5. Stand up!

6. *A:* What do you do at break time?
B: I play badminton.

Track 24

2. Listen and number.

1. *A:* What colour are your notebooks?
B: They're black.

2. *A:* Do you have a ruler?
B: Yes, I do.

3. *A:* May I go out?
B: Yes, you can.

4. *A:* Let's go to the library.
B: OK, let's go.

5. A: What do you do at break time?
B: I play basketball.

UNIT 11. MY FAMILY

LESSON 1

Track 25

3. Listen and tick or cross.

1. *A:* Hi. This is my family.
B: Oh! Who's this?
A: It's my father.

2. *A:* And who's that?
B: It's my sister, Lucy.

3. *A:* Who's that?
B: Ah! It's my brother, Ben.

4. *A:* Who's this?
B: It's my mother.
A: Oh, she looks young.

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LESSON 2

Track 26

3. Listen and tick.

1. *A:* Do you have a sister?
   B: No, I don't. I have a brother.
   A: How old is he?
   B: He is fourteen years old.

2. *A:* Who's this in the photo?
   B: It's my sister Lan.
   A: How old is she?
   B: She's eighteen years old.

UNIT 12. JOBS

LESSON 1

Track 27

3. Listen and match.

1. This is my brother. He's a worker.

2. *A:* Who's that?
   B: It's my father.
   A: What's his job?
   B: He's a driver.

3. *A:* That's my mother.
   B: What's her job?
   A: She's a doctor.

4. *A:* Tell me about your sister.
   B: She's Linda. She's a teacher.

LESSON 2

Track 28

3. Listen and tick or cross.

1. *A:* Is your father a nurse?
   B: Yes, he is.

2. *A:* Is she a singer?
   B: No, she isn't. She's a doctor.

3. *A:* Is he a cook?
   B: No, he isn't. He's a singer.
   A: Wow!

4. *A:* Is she a farmer?
   B: Yes, she is. She has a big farm.

UNIT 13. MY HOUSE

LESSON 1

Track 29

3. Listen and match.

1. *A:* Where's your living room, Lucy?
   B: It's there.

2. *A:* Where's your bathroom, Ben?
   B: It's here.

3. *A:* Where's your kitchen, Mai?
   B: It's there.

4. *A:* Where's your bedroom, Minh?
   B: It's there.

LESSON 2

Track 30

3. Listen and circle.

1. *A:* Where are the chairs?
   B: They're in the kitchen.

2. *A:* Where are the tables?
   B: They're in the living room.

3. *A:* Where are the lamps?
   B: They're on the table.

4. *A:* Where are the books?
   B: They're on the bed.

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UNIT 14. MY BEDROOM

LESSON 1

Track 31

3. Listen and number.

1. There's a desk in the bedroom.

2. There are two beds in the bedroom.

3. There are two doors in the living room.

4. There's a window in the living room.

LESSON 2

Track 32

3. Listen and circle.

1. Look at my living room. The door is small.

2. Can you see that bedroom? The beds are new.

3. There's a chair in the room. It's old.

4. There are two desks in the room. They are big.

UNIT 15. AT THE DINING TABLE

LESSON 1

Track 33

3. Listen and match.

1. *A:* Would you like some meat, Nam?
B: Yes, please.

2. *A:* Would you like some juice, Lucy?
B: Yes, please.

3. *A:* Would you like some beans, Bill?
B: Yes, please.

4. *A:* Would you like some meat, Linh?
B: No, thanks.
A: How about some fish?
B: Yes, please.

LESSON 2

Track 34

3. Listen and tick.

1. *A:* What would you like to eat?
B: I'd like some chicken, please.

2. *A:* What would you like to drink?
B: I'd like some juice, please.

3. *A:* What would you like to eat?
B: I'd like some eggs.

4. *A:* What would you like to drink?
B: I'd like some milk, please.

SELF-CHECK 3

Track 35

1. Listen and tick or cross.

1. *A:* Who's that?
B: It's my sister.

2. The living room is there.

3. *A:* What's her job?
B: She's a doctor.

4. *A:* How old is he?
B: He's twelve years old.

5. *A:* Would you like some bread?
B: Yes, please.

6. The lamp is new.

Track 36

2. Listen and number.

1. *A:* Is he a farmer?
B: Yes, he is.

2. *A:* Who's that?
B: It's my mother.

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3. *A:* What would you like to eat?
B: I'd like some chicken and bread, please.

4. *A:* Where are the lamps?
B: They're on the table.

5. There are two chairs in the room.

UNIT 16. MY PETS

LESSON 1

Track 37

3. Listen and match.

1. I have three birds. I love them very much.

2. I have two dogs. They're cute.

3. *A:* Do you have any parrots?
B: Yes, I do. I have two parrots.

4. *A:* Do you have any dogs?
B: No, I don't. I have two rabbits.

LESSON 2

Track 38

3. Listen and tick or cross.

1. *A:* How many cats do you have?
B: I have some.

2. *A:* Do you have any birds?
B: Yes. I have many.

3. *A:* How many cats do you have?
B: I have only one cat. It's small.

4. *A:* How many birds do you have?
B: I have many.

UNIT 17. OUR TOYS

LESSON 1

Track 39

3. Listen and circle.

1. My brother has an old train. It is black and white.

2. My sister has many toys. She likes the plane very much.

3. My brother has a train and two planes.

4. My sister has many kites. She likes the big kite.

LESSON 2

Track 40

3. Listen and tick True or False.

1. *Mai:* I have two teddy bears.
Linh: Wow! I have two teddy bears, too.

2. *Nam:* Do the boys like cars?
Bill: Yes, they have three cars.

3. *Ben:* Look! I have two ships. How about you?
Nam: I have three ships.

4. *Lucy:* We have our dolls here.
Mary: Wow! They are two red and white dolls.

UNIT 18. PLAYING AND DOING

LESSON 1

Track 41

3. Listen and match.

1. *Minh:* Mum, I'm here. I'm singing.
Mum: Great, Minh.

2. *Dad:* Are you dancing, Mary?
Mary: Yes, I am. I'm dancing.

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3. *Minh:* Where are you, Sue?
Sue: I'm here in Class 3A. I'm writing a story.

4. *Mum:* Where are you, Tom?
Tom: I'm in my room. I'm reading.

LESSON 2

Track 42

3. Listen and tick or cross.

1. *Lucy:* What are you doing, Bill?
Bill: I'm cooking with my mum.

2. *Mary:* What are you doing, Nam?
Nam: I'm drawing a picture.

3. *Ben:* I'm playing basketball. Do you want to join?
Mai: Yes, Ben.

4. *Dad:* What are you doing, Tom?
Tom: I'm watching TV with mum.
Dad: Have fun!

UNIT 19. OUTDOOR ACTIVITIES

LESSON 1

Track 43

3. Listen and number.

1. *A:* Where's Mai?
B: In the playground. She's playing badminton.

2. *A:* Who's that?
B: It's Ben. He's walking with a dog.

3. *A:* Where's Nam?
B: He's running around the lake.

4. *A:* Look over there!
B: Who's she?
A: Mary. She's painting a picture.

LESSON 2

Track 44

3. Listen and circle.

1. *A:* Where's Mai?
B: She's in the playground.
A: Is she skipping?
B: No, she isn't.
A: What's she doing?
B: She's playing badminton.

2. *A:* Where's Ben?
B: He's in the sports centre.
A: Is he playing table tennis?
B: No, he isn't.
A: What's he doing?
B: He's skating.

UNIT 20. AT THE ZOO

LESSON 1

Track 45

3. Listen and tick or cross.

1. *A:* I can see a tiger over there.
B: I can see it, too. It's so big.

2. *A:* What can you see?
B: I can see a monkey.

3. *A:* Can you see a monkey at the zoo?
B: No, I can't, but I can see a peacock.

4. *A:* Can you see a monkey?
B: No, I can't.
A: What can you see?
B: I can see a horse.

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LESSON 2

Track 46

3. Listen and circle.

A: Where are you, Lan?

B: I'm at the zoo.

A: What can you see?

B: I can see a monkey and an elephant.

A: What's the monkey doing?

B: It's climbing.

A: What's the elephant doing?

B: It's dancing.

SELF-CHECK 4

Track 47

1. Listen and tick or cross.

1. She has a car.

2. *A:* What's she doing?
   B: She's painting.

3. They have three dolls.

4. *A:* What are you doing?
   B: I'm watching TV.

5. *A:* What's the monkey doing?
   B: It's swinging.

6. *A:* How many trains do you have?
   B: I have two trains.

Track 48

2. Listen and number.

1. *A:* Do you have any dogs?
   B: Yes, I do.

2. *A:* What's the peacock doing?
   B: It's dancing.

3. They have four planes.

4. *A:* What can you see?
   B: I can see an elephant.

5. *A:* What's he doing?
   B: He's running.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TIẾNG ANH 3 – SÁCH BÀI TẬP
ANSWER KEYS

UNIT 1 Hello

LESSON 1

1. Write and say.

1. Ben **2.** Lucy

3. Minh **4.** Mai

2. Write and talk.

1. (d) Hi. I'm Minh.

2. (b) Hello, Minh. I'm Lucy.

3. (c) Hi. I'm Ben.

4. (a) Hello, Ben. I'm Mai.

3. Who's speaking? Listen and match.

1. b **2.** c

3. a **4.** d

4. Complete and talk.

1. I'm; Minh **2.** I'm; Mai

LESSON 2

1. Do the puzzle.

2. Write and say.

1. Hi. I'm Lucy. **2.** Goodbye, Ben.

3. How are you? **4.** Fine, thank you.

3. Listen and tick.

1. a **2.** b

3. a **4.** b

4. Read and match.

1. c **2.** d

3. b **4.** a

LESSON 3

1. Complete and say.

a. bye **b.** hello

2. Read and match.

1. d **2.** a

3. b **4.** c

3. Talk.

a. Minh **b.** thank you

c. Bye / Goodbye

4. Read and complete.

1. I'm; Mai **2.** Fine

3. Goodbye; Ben

5. Look and complete.

1. Ben **2.** Lucy

3. How are you? **4.** Goodbye / Bye

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UNIT 2 Our names

LESSON 1

1. Look and match. Then point and say.

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

2. Read and match. Then say.

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

3. Listen and number.

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

4. Read and match. Then ask and answer.

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

LESSON 2

1. Look, write and say.

1. seven 2. eight
3. nine 4. ten

2. Complete. Then ask and answer.

1. name's 2. nine
3. Minh 4. old

3. Listen and circle. Then point and say.

1. a 2. a
3. b 4. a

4. Read and complete. Then act out.

1. name 2. name's
3. old 4. ten

LESSON 3

1. Complete and say.

a. Mary **b.** name

2. Read and match.

1. c 2. a 3. b

3. Ask and answer.

Pupils' answers

4. Read and complete.

1. My 2. name's 3. How
4. are 5. seven

5. Write about you.

Suggested answers:

1. My name's Long.
2. I'm eight years old.

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UNIT 3 Our friends

LESSON 1

1. Find and circle six names.

K	M	J	H	W	A	L
F	T	G	A	W	C	I
L	M	A	R	Y	X	N
U	K	V	N	K	Y	H
C	N	V	M	A	I	N
Y	A	O	G	Y	I	Z
Z	M	J	B	R	O	L
A	P	B	I	L	L	H

2. Write and talk.

1. (a) This is Mary. 2. (b) Hi, Mary.
3. (c) That's Nam. 4. (d) Hello, Nam.

3. Listen and number.

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

4. Complete and talk.

1. is Mai; Mai
2. Ms Hoa; Hello / Hi

LESSON 2

1. Write and say.

1. Mr Long **2.** Lucy

3. Ms Hoa **4.** Ben

2. Read and match.

1. d **2.** b

3. a **4.** c

3. Listen and tick or cross.

1. ✓ **2.** ×

3. ✓ **4.** ×

4. Complete and talk.

1. Is; it is **2.** Is; it isn't; Mary

LESSON 3

1. Complete and say.

a. <u>th</u>at **b.** <u>th</u>ank

2. Read and match.

1. d **2.** c

3. a **4.** b

3. Talk.

a. This is; Mary **b.** that; it isn't; It's

4. Read and complete.

1. is **2.** That is

3. friend **4.** Ms Hoa

5. Look and complete.

1. Nam **2.** That is Mr Long.

3. Yes, it is. **4.** No, it isn't. It's Lucy.

UNIT 4 Our bodies

LESSON 1

1. Find and circle the five words.

u	f	w	q	a	t
e	a	d	f	b	n
y	c	s	x	q	o
e	e	a	r	j	s
c	z	k	l	p	e
x	h	a	n	d	m

2. Look and circle. Then ask and answer.

1. a **2.** c

3. b **4.** b

3. Listen and tick or cross.

1. ✓ **2.** ✓

3. × **4.** ✓

4. Look, read and complete. Then ask and answer.

1. hand **2.** nose

3. eye **4.** ear

LESSON 2

1. Look and tick.

1. a **2.** b

3. a **4.** b

2. Read and match.

1. d **2.** a

3. b **4.** c

3. Listen and circle True or False.

1. True **2.** False

3. True **4.** False

4. Complete and say.

1. Touch **2.** mouth

3. hair **4.** Open

LESSON 3

1. Complete and say.

a. <u>ea</u>r **b.** h<u>air</u>

2. Write and say.

1. What's that? **2.** Open your mouth!

3. It's an eye. **4.** Touch your hand!

3. Look and talk.

a. 1. It's an eye. **2.** It's a nose.

3. It's a hand. **4.** It's a mouth.

5. It's an ear.

b. hair **c.** Open

4. Read and match. Then say.

1. b **2.** c

3. d **4.** a

5. Look and complete.

1. It's a mouth.

2. It's an eye.

3. Touch your

4. Open; mouth

UNIT 5 My hobbies

LESSON 1

1. Read and match.

1. b **2.** d

3. a **4.** c

2. Look, read and tick.

1. b **2.** b

3. b **4.** a

3. Listen and match.

Ms Hoa – c Mr Long – a

Nam – d Mary – b

4. Complete and talk.

1. singing **2.** swimming

3. dancing **4.** drawing

LESSON 2

1. Look and write.

1. running **2.** painting

3. walking **4.** cooking

2. Read and match.

1. d **2.** b

3. a **4.** c

3. Listen and tick or cross.

1. ✓ **2.** ×

3. ✓ **4.** ✓

4. Complete and talk.

1. walking; running

2. painting; cooking

LESSON 3

1. Complete and say.

a. running b. painting

2. Write and say.

1. What's your hobby?

2. It's dancing.

3. I like running.

4. I like cooking.

3. Ask and answer.

a. cooking b. running

4. Read and write.

1. It's painting. / I like painting.

2. It's dancing. / I like dancing.

5. Write about your hobbies.

Suggested answer:

My name is Linh. My hobby is painting.
I like cooking, too. What about you?

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Self-check 1

A. LISTENING

1. Listen and tick or cross.

1. × 2. ✓ 3. ✓
4. ✓ 5. × 6. ×

2. Listen and number.

1. e 2. c 3. d
4. b 5. a

B. READING AND WRITING

1. Look, write and say.

1. name 2. Mary
3. eight 4. swimming
5. touch

2. Read and complete.

1. name 2. Mary
3. eight 4. hobby
5. swimming

C. SPEAKING

1. Interview your classmate.

Pupils' answers

2. Ask and answer.

1. Yes, it is. 2. No, it isn't. (It's Lucy.)
3. No, it isn't. 4. I'm seven years old.
5. It's an eye.
6. It's drawing. / I like drawing.

Fun time

1. Read and complete.

1. are 2. old 3. hobby 4. eyes 5. cooking

2. Look, write and say.

1. goodbye 2. friends 3. hand 4. drawing 5. running

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 6

Our school

LESSON 1

1. Look and write. Then point and say.

1. library 2. school 3. playground 4. classroom

2. Read and match.

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

3. Listen and circle Yes or No.

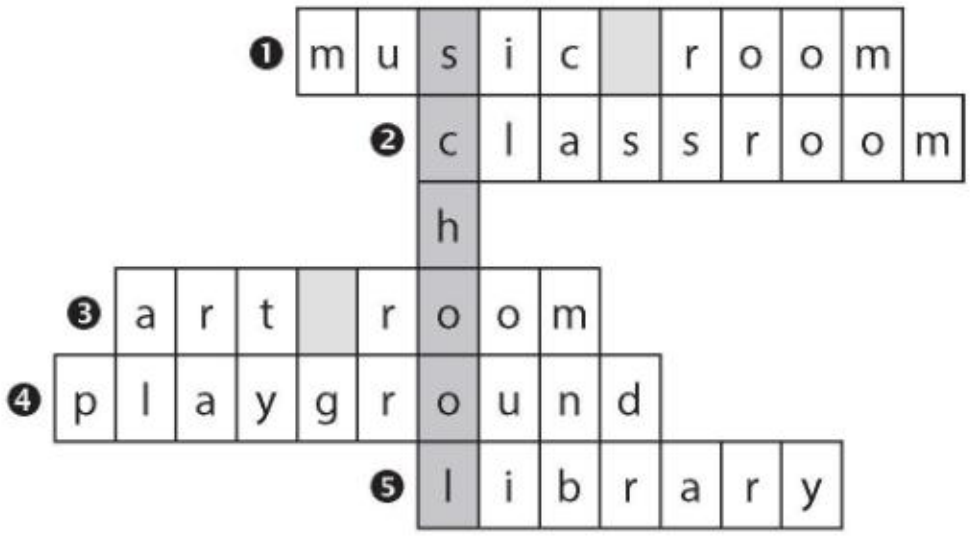
1. No 2. Yes 3. Yes 4. Yes

4. Complete and talk.

1. isn't; library 2. playground; Yes

LESSON 2

1. Do the puzzle.



2. Look, read and complete.

1. computer room

2. Let's go

3. library; go

4. to; gym

3. Listen and match.

Ben – d Mai – a

Minh – b Lucy – c

4. Look, read and tick.

1. a **2.** b

3. b **4.** a

LESSON 3

1. Complete and say.

a. classroom

b. playground

2. Write and say.

1. Is that your classroom?

2. Yes, it is.

3. Let's go to the playground.

4. Is this our library?

3. Ask and answer.

a. it is

b. gym; it is

c. the art room

d. the music room; OK, let's go.

4. Read and match.

1. b **2.** c **3.** a

5. Look and complete.

1. playground

2. your

3. computer room

4. art room

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UNIT 7 Classroom instructions

LESSON 1

1. Look and write.

1. open **2.** close **3.** stand **4.** sit

2. Look, read and complete.

1. Open **2.** book **3.** Stand up **4.** please

3. Listen and number.

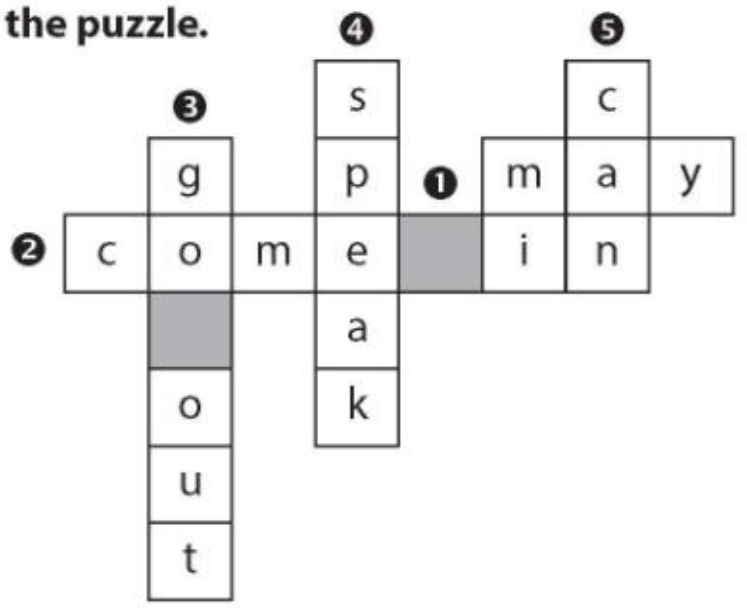
1. d **2.** b **3.** c **4.** a

4. Read and match.

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

LESSON 2

1. Do the puzzle.



2. Look, read and complete.

1. come in; Yes
2. Vietnamese; can't

3. Listen and circle.

1. a 2. b 3. a 4. a

4. Read and match.

1. d 2. c 3. b 4. a

LESSON 3

1. Complete and say.

a. stand **b.** speak

2. Read and match. Then ask and answer.

1. c 2. a
3. d 4. b

3. Ask and answer.

a. Yes **b.** you can't

4. Read and complete.

1. May 2. speak
3. book 4. can't

5. Look and write.

1. May I come in?
2. May I open the book?
3. May I sit down?
4. May I go out?

UNIT 8 My school things

LESSON 1

1. Read and match. Then say.

1. c 2. d
3. a 4. b

2. Write and say.

1. (b) I have a school bag.
2. (c) I have a ruler.
3. (d) I have a pen.
4. (a) I have a book.

3. Listen and match.

Mai – c Nam – d
Ben – b Mary – a

4. Complete and talk.

1. have; nice
2. a book; love

LESSON 2

1. Look and write.

1. notebook 2. pencil
3. eraser 4. pencil case

2. Read and match. Then ask and answer.

1. d 2. c
3. b 4. a

3. Listen and tick or cross.

1. ✓ 2. ×
3. × 4. ✓

4. Complete and talk.

1. eraser 2. have
3. don't 4. do

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LESSON 3

1. **Complete and say.**

   a. er<u>a</u>ser **b.** b<u>oo</u>k

2. **Look, read and complete.**

   1. a ruler

   2. an eraser; I don't

   3. a school bag; I do

   4. a notebook; I don't

3. **Ask and answer.**

   Yes, I do. / No, I don't.

4. **Read and complete.**

   1. bag **2.** notebook

   3. case **4.** eraser

   5. school

5. **Look and write.**

   1. Yes, I do. **2.** No, I don't.

   3. Yes, I do. **4.** No, I don't.

UNIT 9

Colours

LESSON 1

1. **Look and circle. Then point and say.**

   1. b **2.** a 3. a 4. b

2. **Look, read and circle.**

   1. b **2.** a 3. b 4. a

3. **Listen and colour.**

   the pen: red

   the pencil: brown

   the eraser: yellow

   the ruler: blue

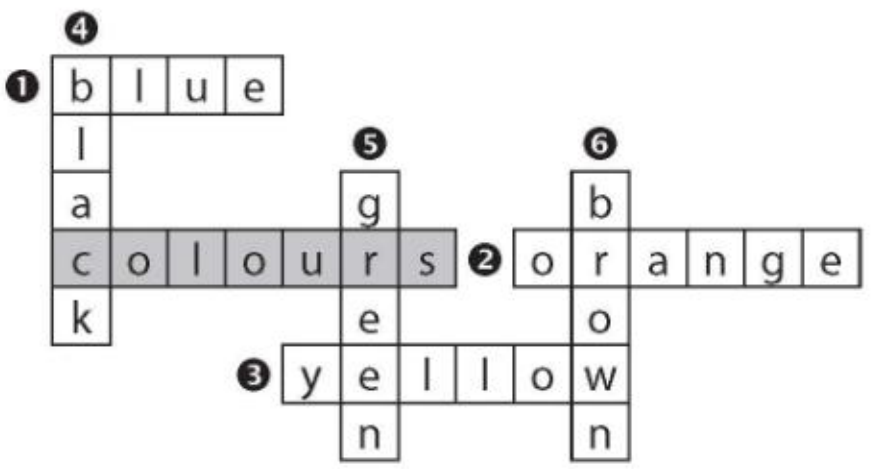
4. **Look, read and complete. Then ask and answer.**

   1. red **2.** blue

   3. colour **4.** yellow

LESSON 2

1. **Do the puzzle.**



2. **Read and match. Then say.**

   1. b 2. c 3. d **4.** a

3. **Listen and tick or cross.**

   1. ✓ 2. × 3. ✓ **4.** ✓

4. **Read and match.**

   1. d 2. a 3. b **4.** c

LESSON 3

1. **Complete and say.**

   a. <u>bl</u>ue **b.** <u>br</u>own

2. **Read and match.**

   1. c 2. b 3. d **4.** a

3. **Ask and answer.**

   a. red **b.** blue

4. **Read and complete.**

   1. brown **2.** It is

   3. are **4.** They are

   5. And

5. **Write about your school things.**

   Suggested answer:

   Hi. My name is Chi. This is my school bag. It is green. This is my pencil case. It is black and white. These are my books. They are brown. And these are my notebooks. They are orange.

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UNIT 10 Break time activities

LESSON 1

1. Look, read and complete.

1. play badminton 2. play chess
3. play basketball 4. play volleyball

2. Write and say.

1. I play chess at break time.
2. I play basketball at break time.
3. I play volleyball at break time.
4. I play badminton at break time.

3. Listen and tick or cross.

1. ✓ 2. × 3. ✓ 4. ✓

4. Read and complete.

1. break time 2. volleyball
3. play 4. Let's

LESSON 2

1. Circle the odd one out.

1. d 2. b 3. a 4. a

2. Read and match.

1. d 2. c 3. a 4. b

3. Listen and match.

1. b 2. c 3. a

4. Read and complete.

1. name 2. play 3. at
4. with 5. do

LESSON 3

1. Complete and say.

a. volleyball b. football

2. Look, read and complete.

1. basketball 2. play table tennis
3. What; chat 4. do you do; play football

3. Ask and answer.

a. I do word puzzles.
b. I play badminton.
c. I play table tennis.
d. I play volleyball.

4. Read and match.

1. b 2. d 3. a 4. c

5. Write about what you do at break time.

Suggested answer:

My name is Lan. I like sports and games. At break time, I play badminton and table tennis in the playground. In the classroom, I do word puzzles.

Self-check 2

A. LISTENING

1. Listen and tick or cross.

1. × 2. ✓ 3. ×
4. ✓ 5. × 6. ✓

2. Listen and number.

1. c 2. e 3. d
4. b 5. a

B. READING AND WRITING

1. Look, write and say.

1. notebook 2. colours 3. speak
4. badminton 5. classroom

2. Read and complete.

1. brown 2. have
3. is 4. basketball

C. SPEAKING

1. Point and say.

1. art room **2.** a notebook

3. black **4.** white

5. come in **6.** football

2. Ask and answer.

1. Yes, it is. / No, it isn't.

2. Yes, I do. / No, I don't.

3. Yes, you can. / No, you can't.

4. It's black.

5. They're white.

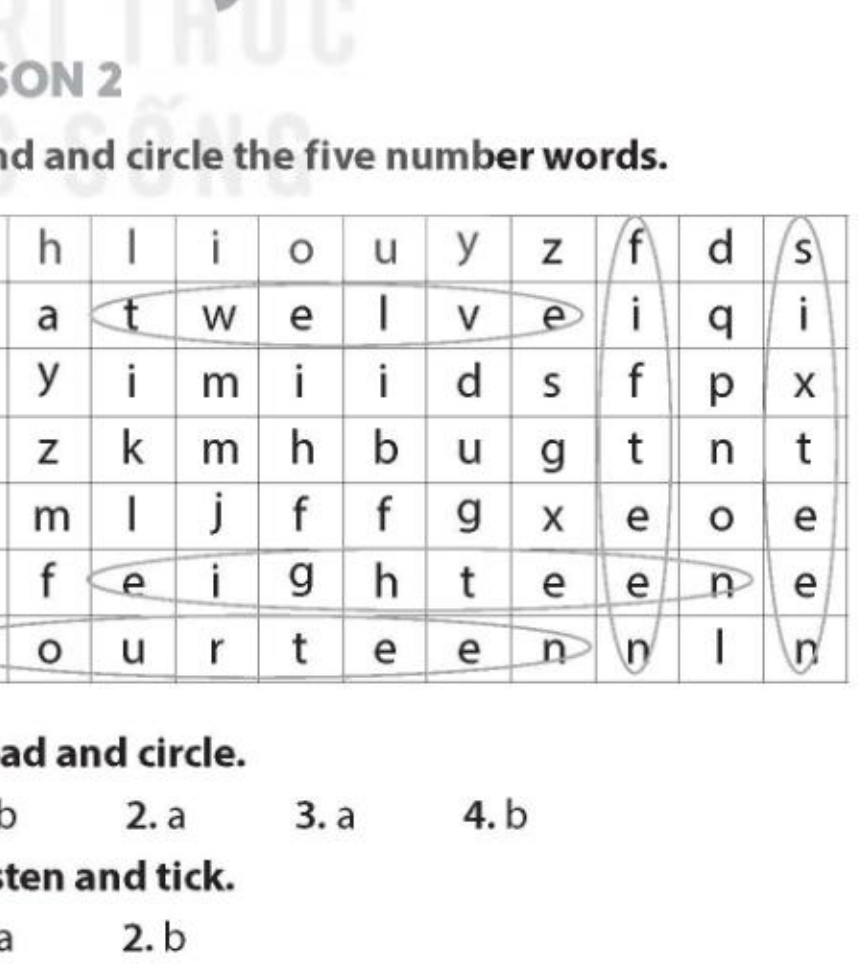
6. I play basketball.

Fun time

1. Read, look and number.



2. Do the puzzle.



UNIT 11 My family

LESSON 1

1. Look and write.

1. mother **2.** sister

3. brother **4.** father

2. Look, read and complete. Then ask and answer.

1. that; father **2.** this; sister

3. Listen and tick or cross.

1. ✓ **2.** × **3.** × **4.** ×

4. Read and match.

1. c **2.** d **3.** a **4.** b

LESSON 2

1. Find and circle the five number words.

c	h	l	i	o	u	y	z	f	d	s
f	a	t	w	e	l	v	e	i	q	i
f	y	i	m	i	i	d	s	f	p	x
j	z	k	m	h	b	u	g	t	n	t
f	m	l	j	f	f	g	x	e	o	e
e	f	e	i	g	h	t	e	e	n	e
f	o	u	r	t	e	e	n	n	l	n

2. Read and circle.

1. b **2.** a **3.** a **4.** b

3. Listen and tick.

1. a **2.** b

4. Read and match.

1. c **2.** d **3.** a **4.** b

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LESSON 3

1. Complete and say.

a. sure **b.** old

2. Write and say.

1. Who's this?

2. It's my father.

3. How old is your brother?

4. My sister is fourteen years old.

3. Ask and answer.

a. mother **b.** twenty (years old)

4. Read and complete.

1. sister **2.** years

3. brother **4.** eleven

5. Write about you and a family member.

Suggested answer:

I am Khanh. I am eight years old. This is my brother. He is twelve years old.

UNIT 12 Jobs

LESSON 1

1. Find and circle the four jobs.

t	e	r	b	r	t	d
a	w	n	h	c	e	r
d	o	c	t	o	r	i
o	r	u	t	h	c	v
c	k	b	r	c	g	e
t	e	a	c	h	e	r
u	r	s	e	h	r	o

2. Read and match.

1. c **2.** a

3. d **4.** b

3. Listen and match.

brother – d father – c

mother – a sister – b

4. Complete and talk.

1. What's; teacher **2.** her; doctor

LESSON 2

1. Read and match. Then point and say.

1. c **2.** d

3. b **4.** a

2. Read and circle.

1. Is; Yes, **2.** cook; isn't

3. Listen and tick or cross.

1. ✓ **2.** ×

3. × **4.** ✓

4. Read and complete.

1. doctor **2.** is

3. pupil **4.** mother

5. a farmer

LESSON 3

1. Complete and say.

a. doctor **b.** mother

2. Read and match.

1. c **2.** b

3. a **4.** d

3. Ask and answer.

a. singer **b.** farmer

c. Yes, she is. **d.** No, he isn't.

4. Read and circle True or False.

1. True **2.** False

3. True **4.** False

5. Look and complete.

1. family **2.** mother

3. nurse **4.** brother

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UNIT 13 My house

LESSON 1

1. Read and match.

1. c 2. b 3. a
4. d 5. f 6. e

2. Read and complete. Then ask and answer.

1. Where's 2. It's
3. bathroom 4. here

3. Listen and match.

Lucy – d Ben – b
Mai – c Minh – a

4. Complete and talk.

1. Where's 2. It's
3. there 4. here

LESSON 2

1. Look and write.

1. books 2. tables
3. lamps 4. chairs

2. Read and complete. Then ask and answer.

1. are 2. They're
3. lamps 4. on

3. Listen and circle.

1. a 2. a 3. b 4. a

4. Read and match. Then ask and answer.

1. b 2. d 3. a 4. c

LESSON 3

1. Complete and say.

a. house b. brown

2. Write and say.

1. The bedroom is here.
2. Where are the chairs?
3. The lamps are on the table.
4. Where is the living room?

3. Ask and answer.

a. here
b. in the living room
c. on the table
d. in the bathroom

4. Read and complete.

1. bedroom 2. in
3. there 4. lamps
5. on

5. Look and complete.

1. bedroom 2. there
3. on 4. table

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UNIT 14 My bedroom

LESSON 1

1. Look and write. Then point and say.

1. a desk 2. a bed
3. two windows 4. two doors

2. Read and complete.

1. desk 2. There's
3. living room 4. two

3. Listen and number.

1. b 2. d
3. c 4. a

4. Read and circle.

1. a 2. b
3. b 4. a

LESSON 2

1. Look, read and write.

1. small **2.** big

3. new **4.** old

2. Write and say.

1. There is a table in the room.

2. The table is new.

3. There are two windows in the living room.

4. The windows are big.

3. Listen and circle.

1. b 2. a

3. b 4. a

4. Read and complete.

1. bedroom 2. big

3. There's 4. chairs

5. They're

LESSON 3

1. Complete and say.

a. d<u>oo</u>r **b.** r<u>oo</u>m

2. Read and match.

1. c **2.** d **3.** b **4.** a

3. Point and say.

a. There's a bed / a door / a window.; There are two chairs / two lamps.

b. *Suggested answers:*

The bed is big. / The door is big.; The windows are small.

4. Read and tick True or False.

1. False **2.** True

3. False **4.** False

5. True

5. Write about your bedroom.

Suggested answer:

Hi. My name is Khoi. This is my bedroom. It is very big. There is a desk in the room. It is new. There are some chairs. They are new, too.

UNIT 15 At the dining table

LESSON 1

1. Read and match. Then point and say.

1. d **2.** c

3. a **4.** b

2. Look, read and complete.

1. juice

2. meat; thanks

3. beans; please

4. Would; fish

3. Listen and match.

Nam – c Lucy – d

Bill – a Linh – b

4. Complete and talk.

1. beans; No **2.** like; fish

LESSON 2

1. Look and write.

1. water **2.** milk

3. chicken **4.** eggs

2. Look, read and complete.

1. would; chicken

2. What; water

3. Listen and tick.

1. a **2.** b

3. a **4.** a

4. Read and complete. Then ask and answer.

1. thanks **2.** eggs

3. What **4.** milk

LESSON 3

1. Complete and say.

a. bread **b.** meat

2. Read and complete.

1. eat; like

2. What; juice

3. Yes

3. Ask and answer.

a. fish **b.** juice

4. Read and complete.

1. the dining table

2. rice, beans and water

3. bread, meat and milk

4. rice, fish and juice

5. Look, choose and complete.

Pupils' answers

Self-check 3

A. LISTENING

1. Listen and tick or cross.

1. ✓ **2.** × **3.** ×

4. ✓ **5.** ✓ **6.** ×

2. Listen and number.

1. c **2.** e **3.** a

4. d **5.** b

B. READING AND WRITING

1. Look, write and say.

1. mother **2.** bread

3. window **4.** bedroom

5. worker

2. Read and complete.

1. Who's **2.** mother

3. How **4.** job

5. driver

C. SPEAKING

1. Point and say.

1. some chicken and milk
2. on the table
3. fourteen (years old)
4. is small
5. a worker

2. Ask and answer.

1. It's in the bedroom.
2. They're in the living room.
3. He's eighteen (years old).
4. She's a doctor.
5. I'd like some juice, please.

Fun time

1. Ask and answer.

1. job; a teacher

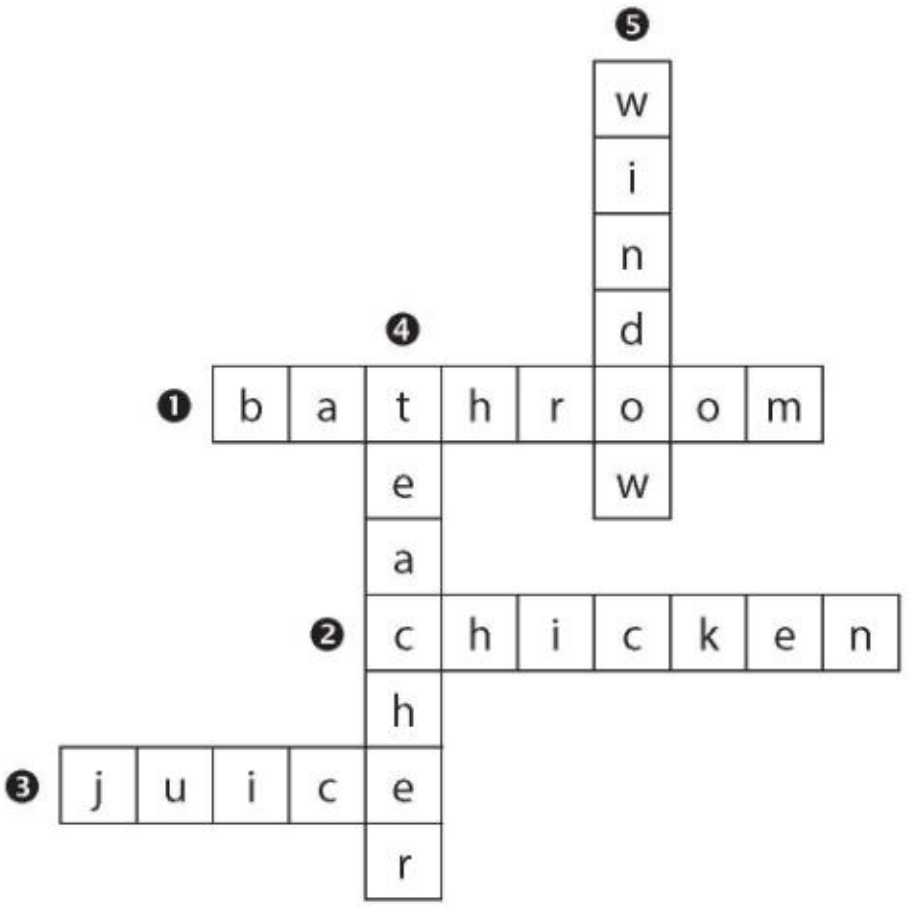
2. the lamps; on the table

3. eight (years old)

4. drink; juice

5. beans; Yes, please. / No, thanks.

2. Do the puzzle.



UNIT 16

My pets

LESSON 1

1. Look and write.

1. parrot 2. bird 3. rabbit 4. cat

2. Look, read and match. Then ask and answer.

1. b 2. c 3. d 4. a

3. Listen and match.

1. c 2. d 3. a 4. b

4. Look, read and complete. Then ask and answer.

1. do 2. two / 2 3. parrots 4. rabbit

LESSON 2

1. Read and match.

1. d 2. c 3. b 4. a

2. Write and say.

1. Do you have any cats?
2. I have some parrots.
3. How many birds do you have?
4. I have many goldfish.

3. Listen and tick or cross.

1. ✓ 2. ✓ 3. × 4. ×

4. Read and complete.

1. There 2. have
3. goldfish 4. cats

LESSON 3

1. Complete and say.

a. goldfish b. dog

2. Read and circle.

1. a 2. b 3. a 4. b

3. Ask and answer.

a. cats; I do

b. cats; three / some

c. dogs; I don't

4. Read and match.

1. c 2. b 3. d 4. a

5. Write about your pets.

Suggested answer:

Hello. My name is Lan. There are some pets in my house. I have one dog, two cats and a rabbit. Do you have any pets?

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UNIT 17 Our toys

LESSON 1

1. Look and write.

1. kite 2. train
3. plane 4. doll

2. Read and match.

1. b 2. d 3. a 4. c

3. Listen and circle.

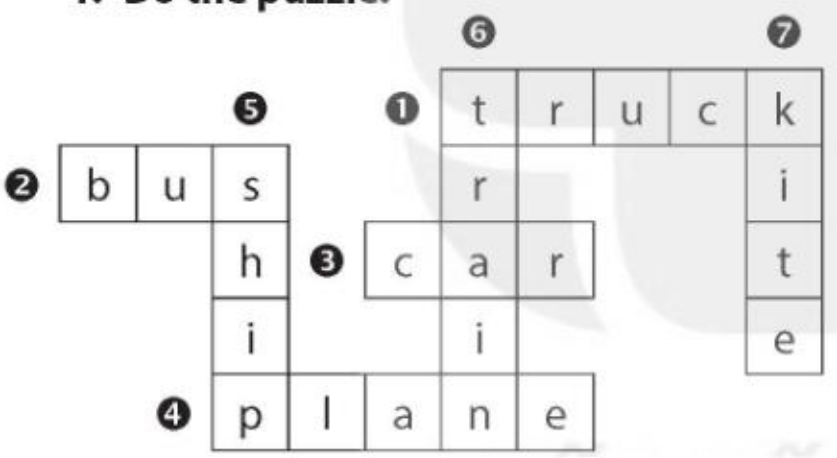
1. b 2. a 3. b 4. b

4. Read and tick or cross.

1. × 2. ✓ 3. ✓ 4. × 5. ✓

LESSON 2

1. Do the puzzle.



2. Read and circle.

1. a 2. a 3. a 4. b

3. Listen and tick True or False.

1. True 2. True
3. False 4. False

4. Read and complete with ONE word.

1. sister 2. has
3. He 4. have

LESSON 3

1. Complete and say.

a. toy b. kite

2. Read and match.

1. b 2. d 3. e 4. c 5. a

3. Point and say.

a. four cars b. two ships
c. two dolls d. three kites

4. Read and match.

1. c 2. d 3. b 4. a

5. Look and complete.

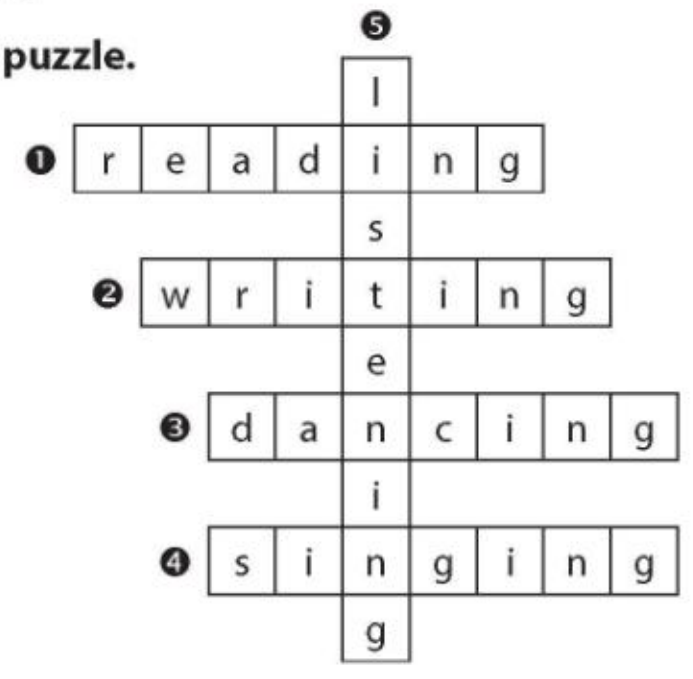
1. two ships; one train / one train; two ships
2. one doll; three kites / three kites; one doll
3. one plane; four cars / four cars; one plane

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 18 Playing and doing

LESSON 1

1. Do the puzzle.



2. Read and circle.

1. b 2. a 3. b 4. a

3. Listen and match.

1. b 2. d 3. a 4. c

4. Complete and talk.

1. living; drawing
2. I'm; cooking

LESSON 2

1. Read and match.

1. b 2. d 3. a 4. c

2. Read, circle and write. Then act out.

1. doing 2. What
3. drawing 4. do

3. Listen and tick or cross.

1. × 2. ✓ 3. × 4. ✓

4. Look, read and circle.

1. a 2. b 3. a 4. b

LESSON 3

1. Complete and say.

a. listen b. singing

2. Write and say.

1. I'm reading a book.
2. I'm listening to music.
3. I'm playing chess with my friend.
4. What are you doing in the kitchen?

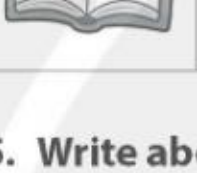
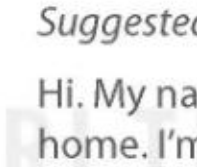
3. Ask and answer.

a. dancing

b. writing

c. playing badminton

4. Read and tick.

Activity	Nam	Lucy	Mary	Bill
1. 		✓		
2. 	✓			
3. 				✓
4. 			✓	

5. Write about where you are and what you are doing.

Suggested answer:

Hi. My name is Anna. I like singing. Now I'm at home. I'm in the living room. I'm listening to music. What are you doing?

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UNIT 19

Outdoor activities

LESSON 1

1. Read and match. Then point and say.

1. c 2. d 3. a 4. b

2. Look, read and complete.

1. walking
2. running
3. playing badminton
4. painting

3. Listen and number.

1. b 2. d 3. a 4. c

4. Read and complete.

1. badminton
2. painting
3. He's
4. walking

LESSON 2

1. Look and write.

1. cycling 2. skating
3. skipping 4. flying

2. Look, read and complete. Then act out.

1. park; cycling
2. Where's; flying a kite
3. She's; What's
4. He's; skating

3. Listen and circle.

1. b 2. b

4. Read and match. Then act out.

1. b 2. a

LESSON 3

1. Complete and say.

a. fly b. play

2. Write and say.

1. Minh is cycling in the park.
2. Lucy is playing volleyball.
3. What's Mary doing?
4. She's painting a picture.

3. Ask and answer.

a. playing badminton

b. cycling

4. Read and answer.

1. He is in the park.
2. She is cycling.
3. He is flying a kite.
4. She is playing volleyball.

5. Look and complete.

1. Where's; flying a kite
2. He's in the park.; He's skating.

UNIT 20

At the zoo

LESSON 1

1. Look and circle. Then point and say.

1. b 2. b 3. a 4. a

2. Read and match.

1. e 2. a 3. c 4. d 5. b

3. Listen and tick or cross.

1. ✓ 2. × 3. ✓ 4. ×

4. Read and tick True or False.

1. True 2. False 3. True 4. False

LESSON 2

1. Look, read and complete.

1. peacock 2. tiger
3. counting 4. swinging

2. Write and say.

1. We can see an elephant.
2. The parrot is counting.
3. What can you see at the zoo?
4. What is the horse doing?

3. Listen and circle.

1. a 2. a 3. b 4. b

4. Look, read and complete.

1. the zoo 2. What
3. tiger 4. What's
5. climbing 6. dancing

LESSON 3

1. Complete and say.

a. parrot b. dancing

2. Look and complete.

1. zoo 2. a monkey; swinging
3. tiger; climbing 4. peacock; dancing

3. Ask and answer.

a. a parrot b. counting
c. an elephant d. dancing

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4. Read and answer.

1. They are at the zoo.

2. He can see many animals.

3. It is climbing a tree.

4. It is counting.

5. He can see many peacocks.

5. Write about the animals and what they are doing.

Suggested answer:

My father and I are at the zoo. We can see many animals. Look! There is a monkey. It is swinging. Look! A horse is over there. It is running. We like the animals at the zoo.

Self-check 4

A. LISTENING

1. Listen and tick or cross.

1. ✓ 2. × 3. ×
4. × 5. ✓ 6. ✓

2. Listen and number.

1. b **2.** c 3. d 4. a 5. e

B. READING AND WRITING

1. Look, write and say.

1. ship 2. singing 3. tiger
4. cycling 5. rabbit

2. Read and complete.

1. some 2. dog 3. eating
4. looking 5. and

C. SPEAKING

1. Point and say.

1. peacock

2. is swinging

3. two goldfish

4. four cars

5. three planes

2. Ask and answer.

1. Yes, I do. (I have one.)

2. I'm listening to music.

3. I can see a horse.

4. She's flying a kite.

5. I have five (buses).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Fun time

1. Ask and answer.

1. monkey; swinging

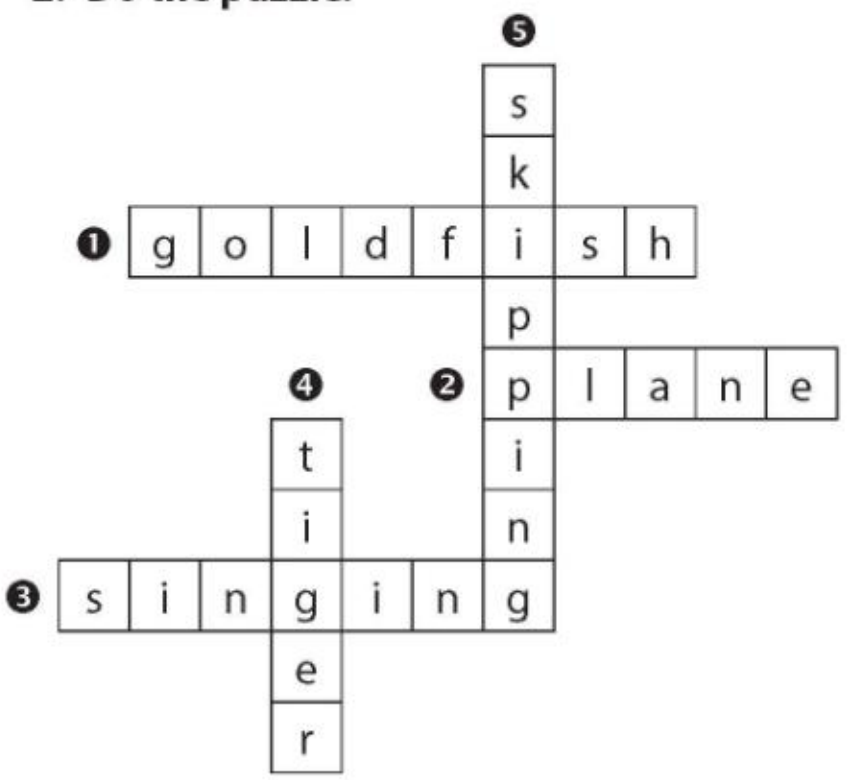
2. you see; an elephant

3. Yes, I do.

4. ships; two

5. She's cycling.

2. Do the puzzle.



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