BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

Tiếng Anh 5

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

macmillan education

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

GLOBAL SUCCESS

Tiếng Anh 5

SÁCH GIÁO VIÊN

(Tái bản lần thứ nhất)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

Tiếng Anh 5 – Global Success has been developed to teach English as a foreign language (EFL) to Grade 5 pupils at primary level. The book follows the curriculum approved by the Ministry of Education and Training in December 2018.

Tiếng Anh 5 – Global Success is communication-based and topic-based in design, and learning-centred in teaching methodology. Its aim is to acquaint pupils with very basic English language components and skills, with an emphasis on listening and speaking.

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

In the **Student's Book**, Vietnamese names have been anglicized without diacritics for consistency throughout the entire series. While teaching, teachers explain this clearly to the students.

UNIT STRUCTURE

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

Each unit consists of three lessons on a topic related to one of the following four themes: **Me and My Friends**, **Me and My School**, **Me and My Family** and **Me and the World Around**. All are designed to invoke a sense of familiarity, with activities organised so as to 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 order, helping pupils to develop critical thinking, interaction and coordination among themselves as they practise using English in both spoken and written forms.

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

The suggested teaching periods for each unit are as follows:

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

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

The main components of the units in the Student's Book are briefly described below.

LESSON 1

1. Look, listen and repeat.

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

2. Listen, point and say.

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

3. Let's talk.

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

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

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

5. Read and complete / circle.

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

6. Let's play / sing. / Listen, complete and sing.

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

LESSON 2

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

LESSON 3

1. Listen and repeat.

This activity focuses on stress, rhythm and intonation 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 stress of words and rhythm of sentences by listening and repeating. In the last five units, pupils familiarise themselves with sentence intonation.

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VỚI CUỘC SỐNG

2. Circle, listen and check. / Listen and underline one more stressed word. Then repeat. / Listen and repeat. Pay attention to the intonation.

From Unit 1 to Unit 10, pupils show their recognition and understanding of the word stress they have learnt by circling the word which has a different stress pattern from the other two words.

From Unit 11 to Unit 15, pupils identify the sentence stress and underline one more stressed word in each sentence.

From Unit 16 to Unit 20, pupils listen to the sentences, pay attention to the intonation and repeat to practise the intonation.

3. Let's chant.

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

4. Read and match / answer / circle / complete / tick True or False.

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

5. Let's write.

This activity provides freer writing practice by asking pupils to use the target vocabulary and structures of the unit to complete a gapped text, sometimes using suggested questions or prompts.

6. Project

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

Teachers can use the following criteria to assess the pupils' projects.

Criteria			
1. Speaking clearly and confidently			
2. Using correct topic-related vocabulary			
3. Using grammatically correct sentences			
4. Organising their presentation			
5. Creating attractive and neat work			

: Good : Very good : Excellent

REVIEW

A Review section follows each set of five units. These sections aim to help pupils revise the target language they have learnt through completing a diverse range of activities. They generally consist of five activities:

1. Listen and circle a, b or c / tick.

2. Ask and answer.

3. Read and match.

4. Read and complete / number / tick True or False / circle.

5. Let's write.

Within the Reviews are Extension activities designed to help pupils apply the target language they have learnt through doing Content and Language Integrated Learning (CLIL) activities.

TEACHING THE LESSONS AND REVIEWS

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

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

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

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

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

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

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

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

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

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

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in a communicative context in which characters use the target language of the lesson.

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

Procedure:

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

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

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

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

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

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

2. Listen, point and say.

Goal: To learn the new words and sentence patterns.

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

Procedure:

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

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

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

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

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

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

3. Let's talk.

Goal: To apply the target language in freer / real contexts.

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

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

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

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

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

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

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

CLASSROOM MANAGEMENT AND ACTIVITIES

Warm-up

A warm-up activity lasting just two to five minutes is a great way to engage pupils at the start of a lesson. It is also helpful for revising the previous lesson and leading into the new one. The warm-up activities in *Tiếng Anh 5 – Global Success* vary so that you can choose the most suitable ones for your class. For example, you might get pupils to sing a song, say a chant, play a game or act out the exchanges they have learnt.

Ending a lesson

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

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

Pair work

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

Group work

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

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

Activities should be timed and ended before pupils lose interest or become distracted. Establish a consistent and easily recognisable way of signalling the end of an activity.

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

Total Physical Response (TPR)

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

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

Worksheets for further practice

At the end of the Teacher's Guide, there are 20 worksheets for further practice. Teachers can use the worksheet for each unit when time allows to help pupils practise the target language.

CLASSROOM LANGUAGE

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

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

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

Receptive classroom language

Answer the question.

Ask (your classmate / partner) a question.

Check your answers (in pairs / groups).

Close your books.

Collect your work, please.

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

Correct.

Draw (a picture of) …

Goodbye.

Have you finished?

Hello. / Hi. / Good morning / afternoon.

How do you spell it in English?

Line up.

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

Look at (this / the board / the picture / activity, etc.).

Louder, please.

Open your books.

One more time, please.

Put up your hand.

Put your books away.

Quiet, please.

Read this / the words / the dialogue aloud.

Repeat after me, please.

Repeat, please.

Remember to bring … to the next lesson.

Say it (in English / Vietnamese / again), please.

Sit down, please.

Spell it / the words.

Stand up, please.

Talk to your (classmate / partner / group).

Try again.

You have … minutes to do this.

Work in pairs / groups of …

Work on your own / together.

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

What did you say?

Who's next?

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Productive classroom language

Can I borrow a / your …?

How do you spell …?

I can't remember.

I don't know.

I'm sorry.

I think it's / the answer is …

I (don't) understand.

Is this / that correct?

It's my / your turn.

I've got … right / wrong.

Let's work together.

May I answer the question?

See you tomorrow / on … / next week.

Thank you. / Thanks. / Many thanks.

What does it / this word / sentence mean?

What's … in English?

What's the answer to this question?

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VỚI CUỘC SỐNG

STARTER

Objectives

By the end of the *Starter* unit, pupils will have revised some competences learnt in Grade 4:

- welcoming your classmates back to school;
- talking about last summer;
- following classroom instructions.

Pupils will get ready to start a new school year.

Period 1

A. BACK TO SCHOOL

Warm-up

- Greet the class using *Hello. / Hi. How are you?* and encourage pupils to respond and introduce themselves.
- Spend a few minutes talking about the structure of *Tiếng Anh 5 – Global Success – Student's Book* and how to study with it.
- Ask pupils to open their books at page 7 and look at Starter, A. Back to school. Tell pupils what they will learn in this lesson.

1. Let's sing.

Goal: To sing the song *Back to school* with the correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *Back to school*



Procedure:

Step 1: Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures and say what they see.

Step 2: Have pupils read the lyrics and listen to the song, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *school, happy, friends, learning, playing* and *cool* in the first verse and *school, happy, teachers, learning, playing* and *cool* in the second verse.

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

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

Outcome: Pupils can sing the song *Back to school* with the correct pronunciation, rhythm and melody.

2. Let's play.



Goal: To review the vocabulary and structures related to months of the year and birthdays by playing the game *Birthday line-up*.

Input: An illustration of a class playing *Birthday line-up*. One girl is hosting the game. One pupil is standing at the board and saying *My birthday is in January.* Another pupil is saying *My birthday is in February.* and running to stand next to the pupil at the board.

Procedure:

Step 1: Invite two teams of six pupils to play. Tell pupils how to play the game. Pupils say their birthday months and line up in order, starting with January. Use the illustration as an example to demonstrate how to play the game.

Step 2: The faster team wins the game.

Step 3: Invite other teams to play the game.

Outcome: Pupils can revise the target vocabulary and structure items related to months of the year and birthdays by playing the game *Birthday line-up*.

3. Write and share.



Goal: To complete three gapped sentences about learning goals and share them with their friends.

Input: Three gapped sentences in a goal tree

Procedure:

Step 1: Tell the class the goal of the activity and explain that they should write three sentences about their learning goals. Check comprehension.

Step 2: Have pupils fill in the first gap together as a class as an example. Ask them to read the sentence and elicit possible answers. Then have them write their answers in the gap.

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

Step 4: Have pupils work in pairs to share their learning goals.

Extension: Invite one or two pupils to read their learning goals aloud.

Outcome: Pupils can complete three gapped sentences about their learning goals and share them with their friends.

Suggested answers:

I think I'm good at maths.

I want to learn English well.

I want to know more about Vietnamese history.

Period 2

B. LAST SUMMER

Warm-up

- Greet the class. Have pupils sing the song *Back to school* on page 7.
- Spend a few minutes talking about the structure of *Tiếng Anh 5 – Global Success – Workbook* and how to study with it.
- Ask pupils to open their books at page 8 and look at Starter, B. Last summer. Tell pupils what they will learn in this lesson.

1. Let's play.



Goal: To review the vocabulary and structure items related to the topic "Last summer" by playing the *Guessing game.*

Input: An illustration of three pupils playing *Guessing game*

Lucy is covering a photo of the place she visited last summer so the other two pupils can only see one part of the photo.

The other two pupils are asking *Yes / No* questions: *Were you in Tay Ninh last summer?* and *Were you in Sa Pa last summer?*

Lucy is responding to the questions: *No, I wasn't. I wasn't in Tay Ninh.* and *Yes, I was. I was in Sa Pa.*

Procedure: **Step 1:** Pupils prepare pictures of the places they went to last summer.

Step 2: Divide the class into two teams. A pupil from one team holds up a picture covered by another piece of paper so everyone can only see part of it. The other team guesses what place it is by asking *Yes / No* questions.

Step 3: If the team can guess the correct place with three questions or less, the team gets one star.

Step 4: Continue the game. The team with more stars is the winner.

Outcome: Pupils can revise the vocabulary and structure items about last summer by playing the *Guessing game*.

2. Listen and match.

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

Input: Picture cues:

1. a picture of Mary

2. a picture of Nam

3. a picture of Linh

4. a picture of Lucy

a. a picture of Tokyo on a rainy day

b. a picture of Ha Long Bay

c. a picture of Ho Chi Minh City on a sunny day

d. a picture of a mountainous area

Audio script:

1. *A:* Where were you last summer, Mary?

B: I was in Ha Long. It was a great trip.

2. *A:* Were you in Tokyo last summer, Nam?

B: Yes, I was.

A: What was the weather like in Tokyo at that time?

B: It was rainy.

3. *A:* Were you at the beach last summer, Linh?

B: No, I wasn't. I was in the mountains.

4. *A:* Where were you last summer, Lucy?

B: I was in Ho Chi Minh City with my grandparents.

A: How was the weather there?

B: The weather was great. It was sunny most of the time.

Procedure:

Step 1: Draw pupils' attention to the pictures of the four characters, the places and the weather. Identify them together as a class.

Step 2: Play the recording for Exchange **1**. Ask pupils to listen to and identify the correct picture (**a, b, c** or **d**) and draw a line to match the character (Mary) to the correct place (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.

Step 3: Repeat **Step 2** for Exchanges **2**, **3** and **4**. Go around the classroom to offer support where necessary.

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

Step 5: Play the recording 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 understand four communicative contexts in which speakers ask and answer questions about where they were last summer, and match the speakers with the right pictures.

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

3. Let's talk.

Goal: To correctly use key structures to ask and answer questions about last summer in freer contexts.

Input: – Picture cue: Four pupils talking about the places they visited last summer and the weather there

– Speech bubbles:

Where were you last summer?
What was the weather like there?
Was it fun?



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

Step 2: Get pupils to read the speech bubbles and elicit possible answers.

Step 3: Put pupils into groups of four to ask and answer questions about last summer. Go around and offer support where necessary.

Step 4: Invite a few groups to the front of the classroom to ask and answer questions about last summer.

Outcome: Pupils can correctly use key structures to ask and answer questions about last summer in freer contexts.

Period 3

C. CLASSROOM INSTRUCTIONS

Warm-up

- Greet the class. Have pupils sing the song *Back to school* on page 7.
- Ask pupils to open their books at page 9 and look at Starter, C. Classroom instructions. Tell pupils what they will learn in this lesson.

1. Let's chant.



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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils look at the pictures and state the activities the characters are doing.

Step 2: Have pupils read the first verse of the chant. Check comprehension.

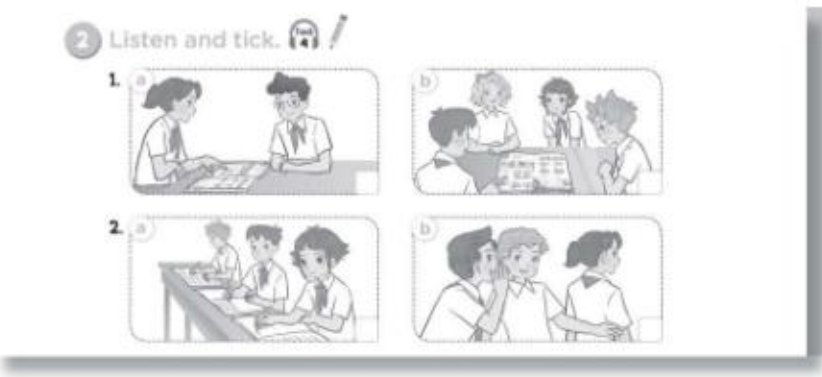
Step 3: Play the recording of the first verse for pupils to listen to. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap or do actions while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant.

Step 5: Play the recording all the way through for pupils to chant and clap their hands.

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

2. Listen and tick.



Goal: To listen to and understand two instructions and tick the correct pictures.

Input: Picture cues:

1a. two pupils working in a pair

1b. four pupils working in a group

2a. three pupils doing a writing activity independently

2b. three pupils playing the whispering game

Audio script:

1. Work in pairs. Point and say.

2. *A:* Do you want to play a game?

B: Yes, we do.

A: Let's play the whispering game.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *What are they doing?* or *What activity are they doing?* to elicit the activities in the pictures. Remind them to look at Pictures **a** and **b** and compare them.

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

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

Outcome: Pupils can understand two instructions and tick the correct pictures according to what they hear.

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

3. Let's play.



Goal: To review some classroom instructions by playing the game *Do as I say.*

Input: A picture showing a class playing *Do as I say:* one pupil saying *Stand on one foot.*, three other pupils following the instruction

Procedure: **Step 1:** Ask each pupil to prepare three instructions.

Step 2: Divide the class into two teams. Invite one pupil to the front to share their instructions. While giving each instruction, the pupil also acts out an action. The action may be the same as or different from the instruction. The rest of the pupils listen and follow the *spoken* instructions, not necessarily the actions.

Step 3: Any pupils who do not follow the instruction correctly are out of the game. The team with more remaining players gets a star.

Step 4: Keep going with other pupils giving instructions. After five minutes, the team with more stars wins.

Outcome: Pupils can revise some classroom instructions by playing the game *Do as I say*.

Some suggestions for instructions:

Raise your hand.

Touch your toes.

Jump up and down.

Turn around.

Turn left.

Turn right.

Stand in groups of four.

UNIT 1 – ALL ABOUT ME!

Objectives

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

- correctly pronounce the two-syllable words '*dolphin* and '*tennis* with the stress on the first syllable, in isolation and in the sentences *I like* '*dolphins.* and *He plays* '*tennis on Sundays.*;
- use the words *city, class, countryside, dolphin, pink, sandwich* and *table tennis* in relation to the topic "All about me!";
- use *Can you tell me about yourself? – I'm in* ____.; *I live in the* ____. to ask and answer questions about personal information;
- use *What's your favourite* ____*? – It's* ____. to ask and answer questions about someone's favourite things;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "All about me!";
- read and write about personal information and someone's favourite things;
- make a poster about favourite things and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and have some pupils say the chant on page 9. Praise them and get the class to cheer or clap if they do a good job.
- Ask pupils to open their books at page 10 and look at Unit 1, Lesson 1, Activity 1. Write the title "All about me!" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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



Input: – Context **a**: Ben and Lan meeting in the school playground and saying hello to each other

Ben: *Hello. I'm Ben. Nice to meet you.*

Lan: *Hello, Ben. I'm Lan. Nice to meet you, too.*

– Context **b**: Ben and Lan talking about their personal information (classes, places they live in)

Ben: *Can you tell me about yourself, Lan?*

Lan: *Well, I'm in Class 5C. I live in the countryside.*

Ben: *I'm in Class 5B. I live in the city.*

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

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

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw pupils' attention to the question *Can you tell me about yourself, Lan?* and the answer *Well, I'm in Class 5C. I live in the countryside.* Tell pupils that they are used to ask and answer questions about personal information.

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

2. Listen, point and say.



Goal: To correctly say the words and use *Can you tell me about yourself? – I'm in ____.; I live in the ____.* to ask and answer questions about personal information.

Input: – Picture and word cues:

a. a girl standing at the door of Class 5A, and the words *Class 5A*

b. a boy standing at the door of Class 5B, and the words *Class 5B*

c. a boy standing in front of tall buildings in the city, and the word *city*

d. a girl standing in front of a house in the countryside, and the word *countryside*

– Speech bubbles: *Can you tell me about yourself? – I'm in ____.; I live in the ____.*

Audio script:

a. Class 5A **b.** Class 5B **c.** city **d.** countryside

a. *A*: Can you tell me about yourself?

B: I'm in Class 5A.

b. *A*: Can you tell me about yourself?

B: I'm in Class 5B.

c. *A*: Can you tell me about yourself?

B: I live in the city.

d. *A*: Can you tell me about yourself?

B: I live in the countryside.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the personal information of each character.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the words (*Class 5A*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.

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Step 3: Point at the first bubble and have pupils listen to the second part of the recording and repeat (*Can you tell me about yourself?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I'm in Class 5A.*). Repeat the same procedure with the other three pictures.

Step 4: Have pupils work in pairs to practise asking and answering the question *Can you tell me about yourself? – I'm in ____.; I live in the ____.*, using the speech bubbles and Pictures **a**, **b**, **c** and **d**.

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

Outcome: Pupils can correctly say the words and use *Can you tell me about yourself? – I'm in ____.; I live in the ____.* to ask and answer questions about personal information.

3. Let's talk.



Goal: To use *Can you tell me about yourself?* and provide various answers in a freer context.

Input: – Picture cues: two characters showing their personal information (their names, classes they are in, where they live, their birthdays)

– Speech bubbles: – *Can you tell me about yourself?*

– *My name's ____. I'm in ____.*

I live in the ____. My birthday is in ____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them look at the picture and identify the characters' information. Check comprehension.

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

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

Extension: For more able classes, have pupils brainstorm and give some more personal information about themselves when answering the question *Can you tell me about yourself?* They can give more detailed information about their ages, birthdays, hobbies, toys, pets, etc.

For example:

A: Can you tell me about yourself?

B: My name's An. I'm ten years old. My birthday is in January. In my free time, I like reading books and surfing the Internet. I have two dogs and one cat. They are lovely.

Outcome: Pupils can use *Can you tell me about yourself?* and provide various answers in a freer context.

Suggested answers:

A: Can you tell me about yourself?

B: My name's Phong. I'm in Class 5D. I live in the city. My birthday is in March.

B: Can you tell me about yourself?

A: My name's Ha. I'm in Class 4C. I live in the countryside. My birthday is in September.

Preparation for the project: Tell pupils about the project on page 15. Ask them to prepare for it at home by making a poster about their favourite things. Tell them they will present their poster to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about their personal information, using the target language in Activities 2 and 3.
- Have pupils open their books at page 11 and look at Unit 1, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which speakers ask and answer questions about personal information, and tick the correct pictures.

Input: Picture cues:

1a. a boy standing near a house in the countryside and holding a card with his name (Peter) and grade (5) written on it

1b. a boy standing near a building in the city and holding a card with his name (Peter) and grade (5) written on it

1c. a boy standing near a house in the countryside and holding a card with his name (Peter) and grade (4) written on it

2a. a girl standing near a house in the countryside and holding a card with her name (Wendy) and grade (3) written on it

2b. a girl standing near a building in the city and holding a card with her name (Wendy) and grade (5) written on it

2c. a girl standing near a building in the city and holding a card with her name (Wendy) and grade (3) written on it

Audio script:

1. *A:* Hi. I'm Peter.

B: Hi. I'm Mai. Can you tell me about yourself?

A: Well, I'm in Grade 5. I live in the countryside.

2. *A:* Hi. I'm Bill. Are you a new pupil?

B: Yes, I am.

A: Can you tell me about yourself?

B: I'm Wendy. I'm in Grade 3. I live in the city.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the personal information of the character in each picture (name, grade, where they live). Explain the new word *grade*. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** for Exchange **2**.

Step 3: Get pupils to swap books with their 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. Have pupils repeat the information in the recording to check their answers, e.g. *I'm in Grade 5. I live in the countryside.*

Extension: Ask pupils to look at the pictures they have ticked, recall the information about Peter and Wendy and say some sentences about them, e.g. *Peter is a pupil. He's in Grade 5. He lives in the countryside.*

Outcome: Pupils can understand two communicative contexts in which speakers ask and answer questions about personal information, and tick the correct pictures according to what they hear.

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

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the personal information about the character in each picture.

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

Step 3: Do Exchange **1** together as a class. Have pupils look at the exchange. Ask them what is missing in the answer (where they live). Then have them look at the picture and identify the necessary information (*countryside / village*). Ask them to complete the gap (*I live in the countryside / village.*).

Step 4: Have pupils complete the rest of the exchanges independently. Then get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they chose their answers. For example, for Exchange **1**, ask *Why is it "village"? – I see a village in the picture: a small house with a large yard in front of it, and a field behind the house.*

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

Key: 1. countryside / village **2.** Class 5B **3.** tell; city **4.** yourself; mountains

6. Let's sing.



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

Input: The lyrics and recording of the song *All about me!*

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. Introduce actions for pupils to do while they sing along with the recording.

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

Step 5: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer for the performers.

Outcome: Pupils can sing the song *All about me!* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and spend a few minutes revising Lesson 1 by calling on a few pairs of pupils to act out the dialogue in Activity 1. Have pupils sing the song *All about me!*
- Ask pupils to open their books at page 12 and look at Unit 1, Lesson 2, Activity 1.
- Explain that in this lesson they will learn to ask and answer questions about someone's favourite things.

1. Look, listen and repeat.



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

Input: – Context **a**: Mai and Mary meeting in the street, Mai asking Mary about where she is going

Mai: *Where are you going, Mary?*

Mary: *I'm going to the sports centre.*

– Context **b**: Mai and Mary talking about their favourite kinds of sports

Mai: *What's your favourite sport?*

Mary: *It's basketball. What about you?*

Mai: *My favourite sport is swimming.*

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

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat.

Step 3: Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

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

Step 5: Draw their attention to the question *What's your favourite sport*? and the answer *It's basketball.* Tell pupils that they are used to ask and answer questions about someone's favourite sport.

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

2. Listen, point and say.

Goal: To correctly say the words and use *What's your favourite ____? – It's ____.* to ask and answer questions about someone's favourite things.



Input: – Picture and word cues:

a. a table tennis table and bats, and the words *sport / table tennis*

b. an image of the colour pink, and the words *colour / pink*

c. a dolphin, and the words *animal / a dolphin*

d. a sandwich, and the words *food / a sandwich*

– Speech bubbles: *What's your favourite ____? – It's ____.*

Audio script:

a. sport / table tennis **b.** colour / pink

c. animal / a dolphin **d.** food / a sandwich

a. *A:* What's your favourite sport?

B: It's table tennis.

b. *A:* What's your favourite colour?

B: It's pink.

c. *A:* What's your favourite animal?

B: It's a dolphin.

d. *A:* What's your favourite food?

B: It's a sandwich.

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

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the words (*sport / table tennis*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.

Step 3: Point at the bubbles and have pupils listen to the second part of the recording and repeat (*What's your favourite sport? – It's table tennis.*). Draw pupils' attention to the table and bats. Point at Picture **a** and have pupils listen and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *What's your favourite ____? – It's ____.* using the speech bubbles and Pictures **a**, **b**, **c** and **d**.

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

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

3. Let's talk.

Goal: To use *Can you tell me about yourself? – ____.* and *What's your favourite ____? – It's ____.* in a freer context.



Input: – Picture cues: Linh playing table tennis, Lucy wearing a pink dress and holding a pink teddy bear, Minh watching a dolphin dancing in the sea, Bill eating a sandwich

– Speech bubbles:

Can you tell me about yourself? – ____.

What's your favourite ____? – ____.

Procedure: **Step 1:** Ask pupils to look at the pictures and elicit the favourite thing of the character in each picture. Tell them that they are going to ask and answer about personal information (learnt in Lesson 1) and favourite things using *Can you tell me about yourself?* and *What's your favourite ____?* Remind them to use the words / phrases learnt in Lesson 1 when necessary.

Step 2: Give pupils time to work in pairs and take turns asking and answering questions about personal information and favourite things using the picture cues and the words / phrases learnt in Lessons 1 and 2.

Step 3: Invite a few pairs to come to the front of the classroom and act out the exchanges, using the structures learnt in Lessons 1 and 2 (*Can you tell me about yourself?* and *What's your favourite ____?*). Praise them if they perform well.

Extension: For more able classes, have pupils ask and answer questions about their own favourite things (sport / colour / food / animal / school subject / book, etc.), using the structure and vocabulary learnt.

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Outcome: Pupils can use *Can you tell me about yourself? – ____.* and *What's your favourite ____? – It's ____.* in a freer context.

Suggested answers:

A: Can you tell me about yourself?

B: My name's Lan. I live in the city.

A: Can you tell me about yourself?

B: My name's Hoa. I'm in Class 5A. My birthday's in January.

A: What's your favourite sport?

B: It's table tennis.

A: What's your favourite food?

B: It's a sandwich.

A: What's your favourite colour?

B: It's pink.

A: What's your favourite animal?

B: It's a dolphin.

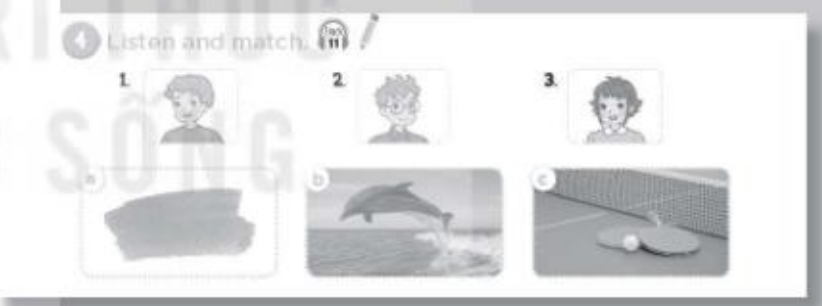
LESSON 2 (Period 4)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about their favourite things.
- Ask pupils to open their books at page 13 and look at Unit 1, Lesson 2, Activity 4.

4. Listen and match.

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



Input: Picture cues:

1. a picture of Bill

2. a picture of Ben

3. a picture of Linh

a. an image of the colour pink

b. a picture of a dolphin

c. a picture of a table tennis table and bats

Audio script:

1. *A:* What are you doing, Bill?

B: I'm watching a film about animals.

A: What's your favourite animal?

B: It's a dolphin. I love dolphins very much.

2. *A:* Where were you yesterday, Ben?

B: I was at the sports centre.

A: What's your favourite sport?

B: My favourite sport is table tennis.

3. *A:* What's your favourite colour, Minh?

B: It's green. What about you, Linh?

A: Pink. I like pink very much.

Procedure: **Step 1:** Draw pupils' attention to the pictures of the three characters and the favourite things. Identify them as a class. Elicit the words *Bill, Ben,* and *Linh* for the first set of pictures, and *pink, a dolphin* and *table tennis* for the second set.

Step 2: Play the recording for Exchange **1**. Ask pupils to listen and identify the correct picture (**a**, **b** or **c**) and draw a line to match the character (Bill) to the correct favourite thing (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.

Step 3: Repeat **Step 2** for Exchanges **2** and **3**. Go around the classroom to offer support where necessary.

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

Step 5: Play the recording for pupils to check their answers again. Have pupils explain the answers by asking questions, for example, *What's Bill's favourite animal? What's Ben's favourite sport?*

Outcome: Pupils can understand three communicative contexts in which speakers ask and answer questions about someone's favourite things, and match the characters with the right pictures according to what they hear.

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

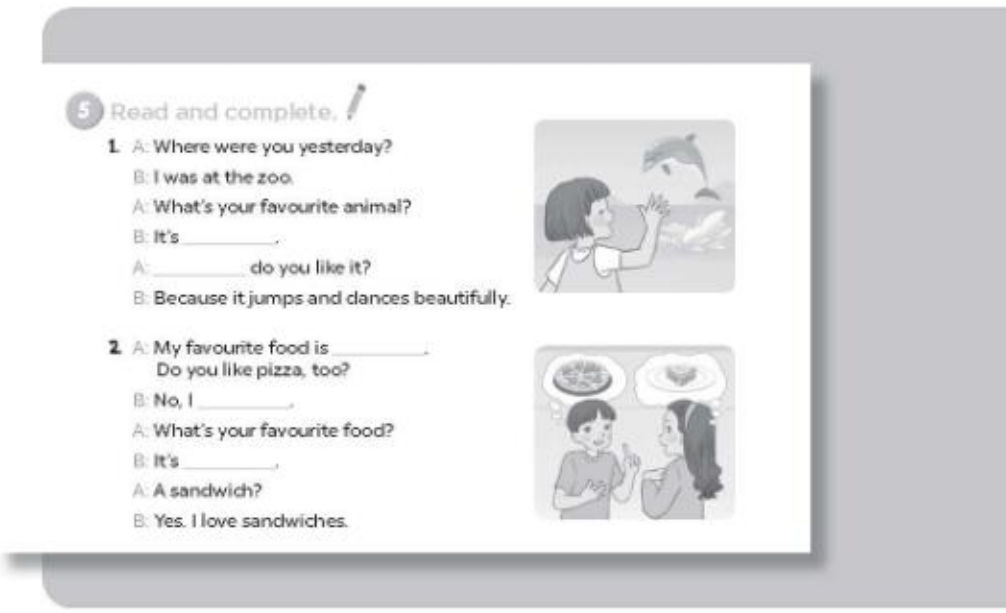
5. Read and complete.

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

Input: – Two picture cues about favourite things

– Two gapped exchanges

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to identify the characters and their favourite things (animal / food) in the pictures.


5 Read and complete.

1. A: Where were you yesterday?
   B: I was at the zoo.
   A: What's your favourite animal?
   B: It's _____.
   A: _____ do you like it?
   B: Because it jumps and dances beautifully.

2. A: My favourite food is _____. Do you like pizza, too?
   B: No, I _____.
   A: What's your favourite food?
   B: It's _____.
   A: A sandwich?
   B: Yes. I love sandwiches.

Step 2: Do Exchange **1** together as a class. Have pupils look at the exchange. Ask them what is missing in the first gap (her favourite animal). Then have them look at the animal in the picture and identify it. Ask them to complete the gap (*It's a dolphin.*). Repeat the same procedure with the other gap in the exchange.

Step 3: Give pupils a time limit to complete Exchange **2** independently. Go around the classroom and help where necessary.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain why they chose their answers. For example, for the first gap in Exchange **1**, ask *Why is it "a dolphin"? – I see a dolphin in the picture.*

Extension: Make some true and false sentences about the exchanges and ask pupils to clap hands when the sentences are false. For example, *Exchange 1 is about her favourite animal.* [don't clap hands] *The girl in Exchange **1** likes tigers.* [clap hands]

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

Key: **1.** a dolphin; Why **2.** pizza; don't; a sandwich

6. Let's play.



Goal: To revise the target vocabulary items and structures by playing the game *Find someone who ...*

Input: A picture showing how to play the game:

– A teacher standing at the front of the classroom and saying: *Find someone who likes dolphins.*

– Two pairs of pupils asking and answering questions: *What's your favourite animal? – It's a dolphin.*

Procedure: **Step 1:** Tell pupils that they are going to play *Find someone who …* using the language learnt in Lesson 2. Use the illustration as an example to demonstrate how to play the game.

Step 2: Divide the class into four teams. Give each team a task, e.g. *Find someone who likes dolphins / table tennis / pink / sandwiches.* The members of each team should walk around the classroom and ask their classmates questions, e.g. *What's your favourite animal / sport / colour / food*? to get information about their favourite things. When they find someone, they write the name in the blank provided. Ask them to talk to as many pupils as possible.

Step 3: Set a time limit for pupils to play the game.

Step 4: The team that finds the most pupils by the end of the game wins.

Outcome: Pupils can revise the target vocabulary items and structures by playing the game *Find someone who ...*

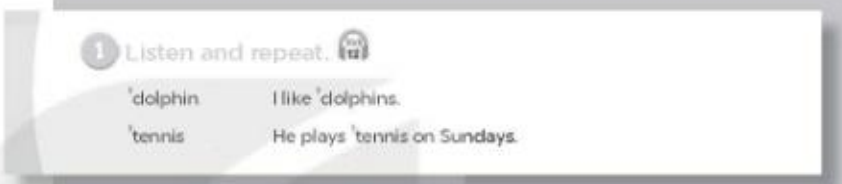
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LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the language from the previous lesson by asking pupils to play *Find someone who …*
- Ask pupils to make posters of favourite things at home and bring them to class in Period 6.
- Ask pupils to open their books at page 14 and look at Unit 1, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



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

Input: – The word *'dolphin* and the sentence *I like 'dolphins.*

– The word *'tennis* and the sentence *He plays 'tennis on Sundays*.

Procedure: **Step 1:** Draw pupils' attention to the word *'dolphin* and the sentence *I like 'dolphins.* Play the recording and encourage them to point to the word and sentence while listening. Explain to pupils what word stress is, in Vietnamese if necessary (word stress is putting the emphasis on one specific syllable of words with two or more syllables in English, by saying it more loudly). Tell them that in this course we use the stress mark (') to indicate that the syllable after that marker is the one to stress.

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

Step 3: Repeat **Steps 1** and **2** for the second line.

Step 4: Let pupils work in pairs or groups to say the words *dolphin* and *tennis*, and read the sentences *I like dolphins.* and *He plays tennis on Sundays.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

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

2. Circle, listen and check.

Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.



Input: Three sets of two-syllable words

Audio script:

1. a. 'dolphin	**b.** gi'raffe	**c.** be'hind
2. a. Ja'pan	**b.** Ju'ly	**c.** 'England
3. a. 'tennis	**b.** hel'lo	**c.** good'bye

Procedure: **Step 1:** Draw pupils' attention to the three sets of two-syllable words. Explain what pupils have to do. Check comprehension.

Step 2: Tell pupils to look at the three words in the first line, read them aloud and circle the word that has the stress on the first syllable. Then play the recording for pupils to listen and check their answers.

Step 3: Repeat **Step 2** for the second and third lines.

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

Extension: Invite one or two pupils to stand up, listen to and repeat the words. For a more able class, have pupils find their own two-syllable words with the stress on the first syllable.

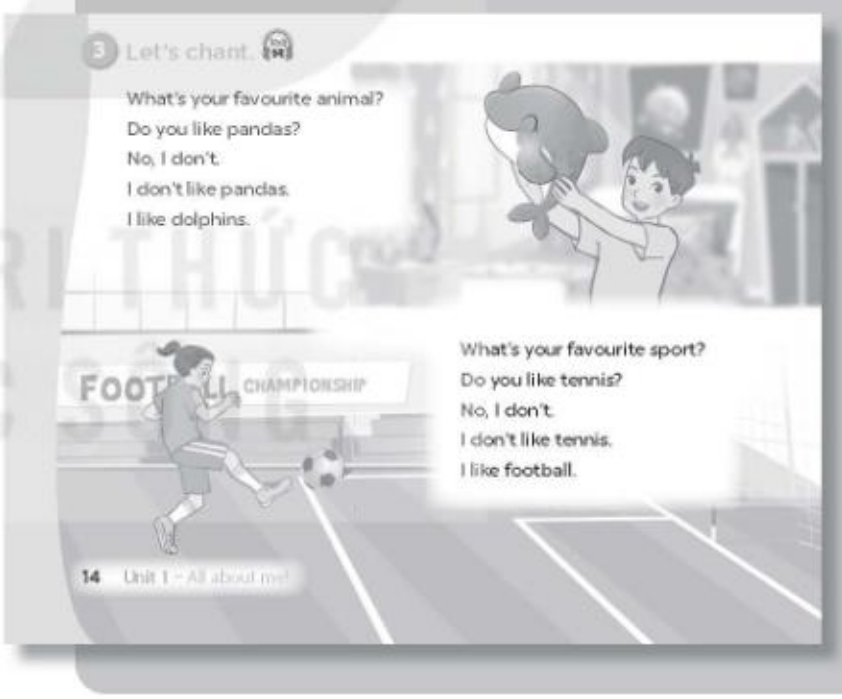
Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Key: **1.** a **2.** c **3.** 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. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the two-syllable words with the stress on the first syllable in the chant *(pandas, dolphins, tennis* and *football)* and the sentences containing those words.

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

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

Extension: Have pupils write their own chants by replacing the animals and sports with their favourite ones. Ask pupils to practise the new chants.

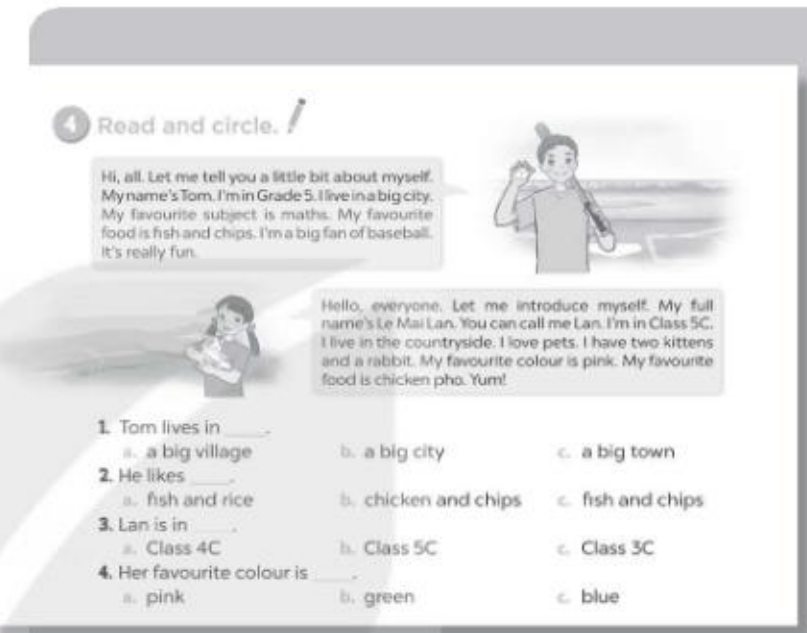
Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant on page 14. Divide the class into groups and have them do actions while saying the chant.
- Ask pupils to open their books at page 15 and look at Unit 1, Lesson 3, Activity 4.

4. Read and circle.



Goal: To read and show understanding of two paragraphs by circling the correct options.

Input: – Two paragraphs about Tom and Lan

– Four gapped sentences, each with three answer options

Procedure: **Step 1:** Draw pupils' attention to the two paragraphs and read them as a class. Check comprehension.

Step 2: Draw pupils' attention to the incomplete sentences and answer options. Explain what pupils have to do. Have them pay attention to the sentences about Tom and Lan's personal information. Have pupils read the text again and circle the correct answers. Ask where in the text they can find the information needed. For example, in Question 1 pupils need to find the words *a big city* in the first paragraph, and then circle answer *b*.

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

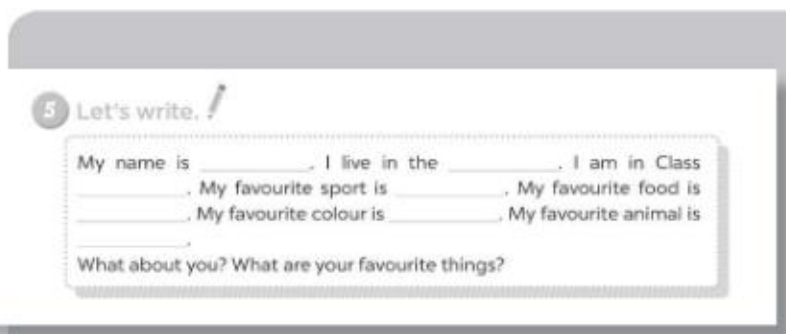
Step 4: Get pupils to look at the board and check their answers again. Have pupils read aloud the sentences in the reading text that helped them find the correct information. For example, *I live in a big city.*

Extension: Say five sentences about the characters from the two passages and have pupils identify whether they are true or false.

Outcome: Pupils can read and show understanding of two paragraphs by circling the correct options.

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

5. Let's write.



Goal: To complete a paragraph with pupils' personal information.

Input: A gapped paragraph about personal information

Procedure: **Step 1:** Tell pupils the goal of this activity: they are going to look at the gapped paragraph and complete it using their own information. Check comprehension.

Step 2: Write the sentence with the first gap on the board: *My name is* _____. Read the sentence as a class. When you reach the gap, ask pupils to identify the information needed to complete the gap (their names) and encourage pupils to say the whole sentence (e.g. *My name is Nam.*). Give pupils time to complete the sentence. Read the sentence as a class.

Step 3: Repeat **Step 2** for the other sentences.

Step 4: If time allows, invite a few pupils to read the sentences they have completed in front of the class. Praise them if they perform well.

Outcome: Pupils can complete the paragraph about their personal information and favourite things.

Suggested answer:

My name is Nam. I live in the countryside. I am in Class 5H. My favourite sport is football. My favourite food is chicken. My favourite colour is brown. My favourite animal is a dog.

What about you? What are your favourite things?

6. Project

Goal: To present a poster about their favourite things to the class.

Input: A picture of a boy holding a poster and saying *My favourite colour is red.*



Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to present posters that they have made at home and tell the class about their favourite things.

Step 2: Have pupils work in groups of five. Each pupil presents the poster that he / she has made at home and tells the group about his / her favourite things, e.g. *My favourite sport is chess. My favourite food is chicken.* Go around the classroom and offer help if necessary (e.g. when pupils need some more vocabulary to talk about their favourite things).

Step 3: Invite some pupils to show their work and talk about their favourite things in front of the class. Have all pupils display their posters on the wall (or on the board).

Outcome: Pupils can present a poster about their favourite things to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

My name's Alan. Let me tell you about my favourite things. My favourite colour is red. My favourite sport is chess. My favourite food is chicken. My favourite animal is a dolphin. And my favourite school subject is English.

UNIT 2 – OUR HOMES

Objectives

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

- correctly pronounce the two-syllable words *fif'teen* and *six'teen* with the stress on the second syllable, in isolation and in the sentences *I live at fif'teen Ba Dinh Street.* and *She lives at six'teen London Street.*;
- use the words *building, flat, house* and *tower*, and the numbers *23, 38, 93* and *116* in relation to the topic "Our homes";
- use *Do you live in this / that ____? – Yes, I do. / No, I don't.* to ask and answer questions about someone's home;
- use *What's your address? – It's ____.* to ask and answer questions about someone's address;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our homes";
- read and write about homes and addresses;
- do a survey about some classmates' homes and addresses and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask pupils to play *Spelling bee* using the words *house*, *flat*, *building* and *tower*, and then match these words with the pictures.
- Get pupils to open their books at page 16 and look at Unit 2, Lesson 1, Activity 1. Write the title "Our homes" on the board and read it aloud for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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

Input: – Context **a**: Ben and Mai meeting in front of Sunset Building

Ben: *Hello, Mai. Nice to see you again.*

Mai: *Hi, Ben. Nice to see you, too.*



– Context **b**: Ben and Mai talking in front of Flat 96

Ben: *Do you live in this building?*

Mai: *Yes, I do. I live in that flat.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they can see in the pictures.

Step 2: Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese where necessary, then repeat in English after the teacher.

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

Step 4: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 5: Draw pupils' attention to the question *Do you live in this building?* and the answer *Yes, I do. I live in that flat.* Tell pupils that the question and answer are used to ask and answer about someone's home. Invite a few pairs of pupils to stand up at their places, listen and repeat the exchanges **a** and **b**.

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

2. Listen, point and say.

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



Input: – Picture and word cues:

a. a finger pointing to a nearby house, and the words *house / yes*

b. a finger pointing to a nearby flat, and the words *flat / no*

c. a finger pointing to a building far away, and the words *building / yes*

d. a finger pointing to a tower far away, and the words *tower / no*

– Speech bubbles: *Do you live in this / that ____? – Yes, I do. / No, I don't.*

Audio script:

a. house / yes **b.** flat / no **c.** building / yes **d.** tower / no

a. *A*: Do you live in this house?

B: Yes, I do.

b. *A*: Do you live in this flat?

B: No, I don't.

c. *A*: Do you live in that building?

B: Yes, I do.

d. *A*: Do you live in that tower?

B: No, I don't.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and say what they can see in the pictures. Point at each picture / word for pupils to look at and say the word and its meaning. Explain that *tower* is another word for a tall building in this context.

Step 2: Play the first part of the recording for pupils to listen to and repeat the words under the pictures, in chorus and individually, until they feel confident. Use the flash cards for the class to practise speaking.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word in the question by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

Step 4: Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary.

Step 5: Invite a few pairs to stand up and point at each picture in their books to ask and answer the questions. Invite a few pairs of pupils to the front of the class to ask and answer questions about the pictures.

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

3. Let's talk.

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

Input: – Picture cue: Types of homes: a tower and a house

– Speech bubbles: *Do you live in ____? – Yes, / No, ____.*



Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to revise the relevant words.

Step 2: Elicit pupils' answers to the questions and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to ask and answer questions about each home type in the illustration. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom. They can use the pictures in relation to this section to ask and answer questions about their homes.

Outcome: Pupils can use *Do you live in ____? – Yes, / No, ____.* in a freer context.

Suggested answers:

– *A:* (*points at Green Tower*) Do you live in this tower?

B: No, I don't. I live in a house in the countryside.

– *A:* (*points at the house*) Do you live in that house?

B: Yes, I do. It's my house.

Preparation for the project: Tell pupils about the project on page 21. Ask them to prepare for it outside of class by doing a survey. They can use the questions they have learnt in Lesson 1 and those they will learn later in Lesson 2, to ask five or six classmates about their homes and addresses. They will report the results of their surveys to the class using a chart at Project time.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LESSON 1 (Period 2)

Warm-up

- Greet the class and stick flash cards on the board for *house*, *flat*, *building* and *tower*. Ask pupils to write the word under each one. Then divide the class into pairs to ask and answer about homes, using your word prompts (*house / yes; flat / no*, etc.).
- Get pupils to open their books at page 17 and look at Unit 2, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about their homes, and number the pictures.

Input: Picture cues:

a. Sunset Building **b.** King Tower

c. a two-floor house **d.** Hoa Binh Building

Audio script:

1. *A:* Do you live in this flat?

B: No, I don't. I live in that house.

2. *A:* Do you live in this building?

B: Yes, I do. I live in that flat.

3. *A:* Do you live in King Tower?

B: Yes, I do.

4. *A:* Do you live in this building?

B: No, I don't. I live in Sunset Building.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the home in each picture, for example, *What can you see in this picture? Is it a house? Is it a tower?*

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

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

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

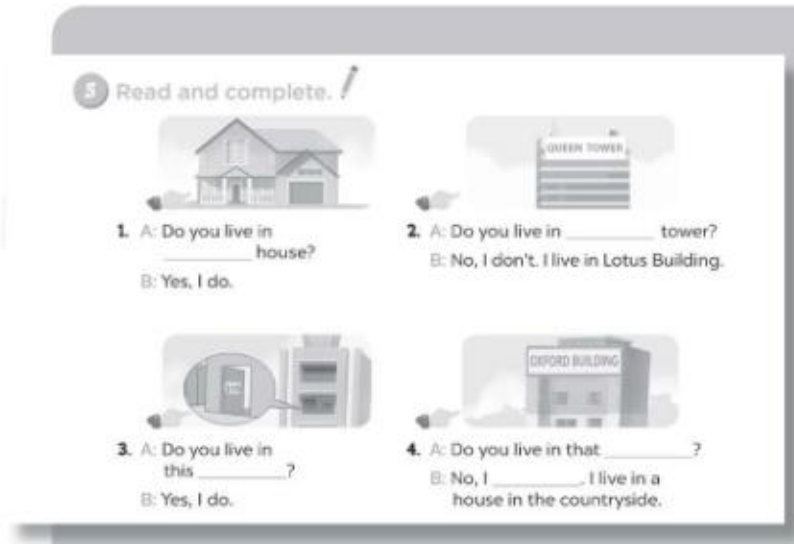
Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about their homes, and number the pictures according to what they hear.

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

Notes: Hoa Binh (Hoà Bình)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

5. Read and complete.



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

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Do Exchange **1** with the class as an example. Have pupils read the question and answer and guess the missing word. Draw their attention to the picture, and explain that pupils should pay attention to the hand pointing at the house to decide the missing word to fill in the gap (*this*).

Step 2: Give pupils time to do the rest of the task independently. Go around the classroom to give support to those who find it difficult.

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

Extension: Invite four pairs of pupils to act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: 1. this **2.** that **3.** flat **4.** building; don't

6. Let's play.



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

Input: A picture showing how to play the game:

– On the left are Group A. A girl is asking her counterpart in Group B: *Do you live ____?*

– On the right are Group B. A girl is answering: *No, I don't.*

– A teacher is standing with a sheet of paper in her hands.

Procedure: **Step 1:** Draw pupils' attention to the picture of the game. Introduce and explain how to play the game: The class is divided into Group A and Group B, then each group member is given a unique number. Each group member will select a picture on the board to show where he or she lives and write it on a piece of paper. It won't be true information – it will be made up.

Step 2: Give everyone some time to figure out how to ask and answer questions about where someone lives. Go around the classroom to offer help when necessary.

Step 3: When the time is up, invite Pupil 1 from Group A and Pupil 1 from Group B to come to the front. Before they start, they give their notes to the teacher. For example, Pupil 1 from Group A points at a picture of Oxford Building and asks, *Do you live in Oxford Building?* Pupil 1 from Group B says *Yes, I do.* or *No, I don't.* based on their choice in **Step 1**. If it's right, it means the guess is correct, so Group B gets a point. If not, Group A gets a point. Then they swap over and Group B asks and Group A answers. The teacher uses the notes from the pupils to check if the answer is correct. Encourage the rest of the pupils to cheer when the guess is right. Then the Pupil 2s from each group have a turn, starting by giving their papers to the teacher, then asking and answering to win points for their team.

Outcome: Pupils can reinforce understanding of words and sentences related to the topic "Our homes" by playing *Guessing game*.

LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils play a board race to match the words *house, building, flat* and *tower* with the correct pictures.
- Get pupils to open their books at page 18 and look at Unit 2, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's home and address.

Input: – Context **a**: Minh asking Lucy if her home is nearby

Minh: *Do you live near the school?*

Lucy: *Yes, I do. I live about one kilometre from here.*

– Context **b**: Minh asking Lucy about her address

Minh: *What's your address?*

Lucy: *It's 45 Ba Trieu Street.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they are talking about.

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

Step 3: Invite a few pairs to the front of the classroom to listen and repeat the questions and answers of exchanges **a** and **b**.

Extension: Draw pupils' attention to the question *What's your address?* and the answer *It's 45 Ba Trieu Street.* Explain how to use capital letters in addresses in English, and how to read the numbers in addresses.

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

Notes: Ba Trieu (Bà Triệu)

2. Listen, point and say.



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

Input: – Picture and word cues:

a. a building at 116 Hoa Binh Street, and the words *116 Hoa Binh Street*

b. a building at 38 Dien Bien Street, and the words *38 Dien Bien Street*

c. a house at 93 Oxford Street, and the words *93 Oxford Street*

d. a tower at 23 Queen Street and the words *23 Queen Street*

– Speech bubbles: *What's your address? – It's* ____.

Audio script:

a. 116 Hoa Binh Street **b.** 38 Dien Bien Street

c. 93 Oxford Street **d.** 23 Queen Street

a. *A:* What's your address?

B: It's 116 Hoa Binh Street.

b. *A:* What's your address?

B: It's 38 Dien Bien Street.

c. *A:* What's your address?

B: It's 93 Oxford Street.

d. *A:* What's your address?

B: It's 23 Queen Street.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and say what they can see in each picture.

Step 2: Play the first part of the recording for pupils to listen to and repeat the words, in chorus and individually, until they feel confident. Use the flash cards to practise saying the numbers *116*, *38*, *93* and *23*, and the street names.

Step 3: Point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words in the answer. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary. Invite a few pairs to act out the exchanges in front of the class.

Outcome: Pupils can say the words and use *What's your address? – It's* ____. to ask and answer questions about someone's address.

Notes: Dien Bien (Điện Biên)

3. Let's talk.

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

Input: – Picture cue: Four addresses

– Speech bubbles:

Do you live in ____*? – Yes, / No,* ____.

What's your address? – ____.



Procedure: **Step 1:** Ask pupils to look at the pictures and elicit the addresses.

Step 2: Draw pupils' attention to the pictures. Ask questions to help them identify the context.

Step 3: Point at the first building and run an example: ask the class the question in the first speech bubble *Do you live in this building?* and elicit the answer in the second speech bubble: *No, I don't.* Then point at the question *What's your address?* and ask the class. Point back at the first picture and elicit the response *It's 101 Tran Hung Dao Street.* Write the whole example exchange on the board. Get pupils to say the completed exchange.

Step 4: Give pupils time to work in pairs and take turns pointing at each picture to ask and answer using *Do you live in ____? – Yes, / No, ____.* and *What's your address? – ____.*

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

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

Suggested answers:

– *A:* Do you live in this building? *B:* No, I don't. I live in a house far from here.

A: What's your address? *B:* It's twenty-three Le Thanh Tong Street.

– *A:* Do you live in that building? *B:* Yes, I do.

A: What's your address? *B:* It's ninety-five King Street.

Notes: Tran Hung Dao (Trần Hưng Đạo), Le Thanh Tong (Lê Thánh Tông)

LESSON 2 (Period 4)

Warm-up

- Greet the class, then invite a few pairs to the front of the class to act out the exchanges in Activity 3 on page 18.
- Get pupils to open their books at page 19 and look at Unit 2, Lesson 2, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and circle.

Goal: To listen to and understand two communicative contexts in which speakers ask and answer questions about their addresses, and circle the correct pictures.



Input: Picture cues:

1a. a house at 67 Tay Son Street

1b. a house at 79 Tay Son Street

1c. a house at 97 Tay Son Street

2a. a block of flats at 53 London Street

2b. a block of flats at 35 London Street

2c. a block of flats at 63 London Street

Audio script:

1. *A:* Where do you live?

B: I live in a house near here.

A: What's your address?

B: It's 79 Tay Son Street.

2. *A:* Do you live in this house?

B: No, I don't.

A: Where do you live?

B: I live in a flat near here.

A: What's your address?

B: It's 53 London Street.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the addresses. Tell them to pay attention to the numbers of the addresses. Have pupils predict which picture is referred to in Conversation **1** (Picture **b**).

Step 2: Play the recording of the first conversation for pupils to check their prediction. Then play the recording again for pupils to listen and circle the correct picture.

Step 3: Repeat **Steps 1** and **2** for Conversation **2**.

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

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

Outcome: Pupils can understand two communicative contexts in which speakers ask and answer questions about their addresses, and circle the correct pictures according to what they hear.

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

Notes: Tay Son (Tây Sơn)

5. Read and complete.

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

Input: – Two picture cues

– Two gapped dialogues to complete



Procedure: **Step 1:** Do the first gapped dialogue with the class as an example. Have pupils read the dialogue. Draw pupils' attention to the address and the distance from the address to the place where the characters are before guessing the missing words. Remind pupils of the collocation *far from*.

Step 2: Read the second dialogue. Point at the building and draw pupils' attention to the boy's hand pointing towards the building on the left-hand side. Elicit the missing word in the first gap (*that*). For the other missing words, tell pupils to rely on the context of the questions and answers as well as the picture.

Step 3: Give pupils a time limit to read the gapped dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.

Step 4: Get pupils to swap books with a partner and check their answers. Invite one pupil to write the answers on the board and check as a class.

Extension: Invite two pairs of pupils to act out the completed dialogues. Check pronunciation where necessary.

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

Key: **1.** 100 Tran Hung Dao Street; from

2. that; Where; What's; 231 Nguyen Van Cu Street

Notes: Nguyen Van Cu (Nguyễn Văn Cừ)

6. Listen, complete and sing.



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

Input: The gapped lyrics and recording of the song *Homes*

Procedure: **Step 1:** Tell pupils the aim of the activity: They will listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.

Step 2: Have pupils read the lyrics and guess the words to fill in the gaps with the help of the pictures.

Step 3: Have them listen to the song and fill in the gaps. Play the recording twice if necessary.

Step 4: Play the recording again, line by line, and let pupils practise singing the song until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.

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

Outcome: Pupils can complete the song *Homes* and sing it with the correct pronunciation, rhythm and melody.

Key: **1.** building **2.** tower **3.** 19

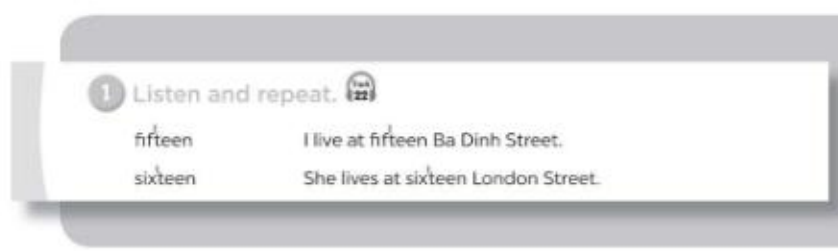
LESSON 3 (Period 5)

Warm-up

- Greet the class, then have them sing the song *Homes*.
- Get pupils to open their books at page 20 and look at Unit 2, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.

Goal: To correctly pronounce the two-syllable words *fif'teen* and *six'teen* with the stress on the second syllable, in isolation and in the sentences *I live at fif'teen Ba Dinh Street.* and *She lives at six'teen London Street.*



Input: – The word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.*

– The word *six'teen* and the sentence *She lives at six'teen London Street.*

Procedure: **Step 1:** Have pupils point at the word *fif'teen* and the sentence *I live at fif'teen Ba Dinh Street.* Play the recording for them to listen and repeat, in chorus and individually, until they feel confident. Correct their pronunciation where necessary.

Step 2: Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.

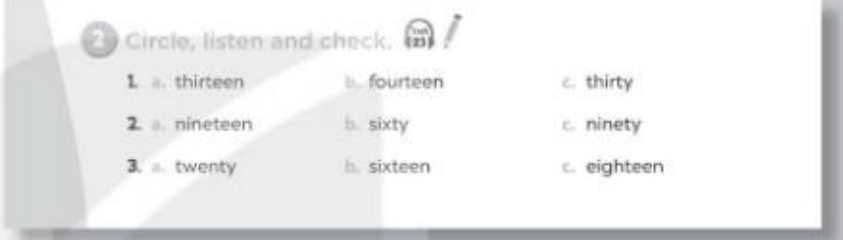
Step 3: Repeat **Steps 1** and **2** for the word *six'teen* and the sentence *She lives at six'teen London Street.* Go around the classroom and correct pupils' pronunciation where necessary.

Step 4: Let pupils work in pairs or groups, saying the words and reading the sentences.

Outcome: Pupils can correctly pronounce the two-syllable words *fif'teen* and *six'teen* with the stress on the second syllable, in isolation and in the sentences *I live at fif'teen Ba Dinh Street.* and *She lives at six'teen London Street.*

Notes: Ba Dinh (Ba Đình)

2. Circle, listen and check.



Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. thir'teen	**b.** four'teen	**c.** 'thirty
2. a. nine'teen	**b.** 'sixty	**c.** 'ninety
3. a. 'twenty	**b.** six'teen	**c.** eigh'teen

Procedure: **Step 1:** Tell pupils that in this exercise they need to circle the word with a different stress pattern from the other two words in each line. Then they will listen to the recording to check their answers.

Step 2: Set a time limit for pupils to do the task.

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

Extension: Invite a few pupils to read all the words in the three lines aloud. Correct their pronunciation and word stress if necessary.

Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.

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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils look at the pictures and identify the addresses.

Step 2: Get pupils to read the first verse of the chant and draw their attention to the numbers *15* (*fif'teen)* and *16* (*six'teen)*. Check comprehension and pronunciation.



Step 3: Play the recording of the first verse. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant, but draw their attention to the numbers *18 (eigh'teen)* and *19 (nine'teen)*.

Step 5: Play the recording all the way through for pupils to chant and clap their hands.

Extension: Invite two groups of pupils to take turns chanting the questions and answers in the two verses, replacing *fifteen* and *sixteen* with *thirteen* and *fourteen*, and *eighteen* and *nineteen* with *fifteen* and *sixteen*.

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

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite two groups of pupils to the front of the class to take turns chanting the questions and answers in the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions.
- Ask pupils to open their books at page 21 and look at Unit 2, Lesson 3, Activity 4.

4. Read and tick True or False.


4 Read and tick True or False.

Dear Lan,

Thank you for your email. I live in Sydney. It's a great city. My two best friends live in Sydney, too. Ann lives in a flat in King Street. Nick lives in a house in Crown Street. Their homes aren't far from our school. And I live in a tower. My address is 33 Oxford Street.

What about you? Where do you live? Tell me about your home.

Best wishes,

David

	True	False
1. David lives in London.		
2. His best friends are Ann and Nick.		
3. Ann doesn't live in a house.		
4. Nick lives in a house in Queen Street.		
5. David lives in a tower in Crown Street.		

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

Input: – A short letter from David in Sydney to Lan in Viet Nam

– A table for ticking True or False

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

Step 2: Give an example with Number **1**. Have pupils read the sentence, then scan the letter above quickly to find the correct fact (*David lives in Sydney.*). Then tell them to compare with the information given in the sentence provided (*London*). Tell pupils to tick the *False* box.

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

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

Extension: Invite one or two pupils to read the letter aloud. Correct their pronunciation where necessary.

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

Key: 1. F **2.** T **3.** T **4.** F **5.** F

5. Let's write.



Goal: To write the answers to guiding questions based on their personal information.

Input: Questions about homes and addresses

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the questions and write answers based on their personal information.

Step 2: Give an example with Question **1**. Invite a pupil to read Question **1** and write their own answer on the board and read it aloud. Correct spelling and pronunciation where necessary.

Step 3: Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.

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

Extension: Invite one or two pupils to stand up and read their answers aloud.

Outcome: To write the answers to guiding questions based on their personal information.

Suggested answers:

1. I live in Ho Chi Minh City.

2. My address is 231 Nguyen Van Cu Street, Cho Quan Ward, Ho Chi Minh City.

3. My best friend lives in Ho Chi Minh City, too.

4. His address is 240 Tran Binh Trong Street, Cho Quan Ward, Ho Chi Minh City.

6. Project



Goal: To present the results of a survey about pupils' homes to the class.

Input: Two picture cues:

– A girl is standing in front of the class to present the results of her survey. In her hand is a sheet of paper containing the data from the survey.

– Pictures of different types of homes: a house in the city, a block of flats, a house in the countryside, and a flat on the second floor

Procedure: **Step 1:** Check pupils' preparation of their survey.

Step 2: Invite a pupil to report his / her survey with your help.

Step 3: Have pupils work in groups to practise reporting their own surveys. Go around the classroom and offer help where necessary.

Step 4: Invite a few pupils to report their surveys in front of the class. Praise them when they do a good job.

Outcome: Pupils can present the results of a survey about pupils' homes to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hello, everyone. Here are the results of my survey. Minh lives in a house at 25 Doc Lap Street. His house is far away from our school. Hoa lives in a house at 124 North Road. Hoa's home is also far from our school. Sinh lives in a flat in the city. The building is quite close to our school, at 85 Hoa Binh Street. That's the end of my presentation. Thank you for your attention!

Notes: Doc Lap (Độc Lập)

UNIT 3 – MY FOREIGN FRIENDS

Objectives

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

- correctly pronounce the two-syllable words '*active* and '*friendly* with the stress on the first syllable, in isolation and in the sentences *He's 'active.* and *She's 'friendly.;*
- use the words *American, Australian, Japanese, Malaysian, active, clever, friendly* and *helpful* in relation to the topic "My foreign friends";
- use *What nationality is he / she? – He's / She's* _____. to ask and answer questions about someone's nationality;
- use *What's he / she like? – He's / She's* _____. to ask and answer questions about someone's personality;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My foreign friends";
- read and write about someone's nationality and personality;
- search for the names of some countries and their nationalities, make a poster and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask pupils to play a vocabulary game to activate their knowledge of country names such as America, Australia, Japan, Singapore, Malaysia and Thailand from *Tiếng Anh 4*.
- Ask pupils to open their books at page 22 and look at Unit 3, Lesson 1, Activity 1. Write the title "My foreign friends" on the board and read it for the class to repeat. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone's nationality.

Input: – Context **a**: Minh and his mother in the kitchen, talking about Minh's new friend



Minh: *Mum, I have a new foreign friend.*

Mum: *Do you? Where's he from?*

Minh: *He's from Australia.*

– Context **b**: Minh's father joining the conversation, asking about the nationality of Minh's new friend

Dad: *What nationality is he?*

Minh: *He's Australian.*

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

Step 2: Have pupils look at Pictures **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.

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

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

Step 5: Draw pupils' attention to the question *What nationality is he?* and the answer *He's Australian*. Explain that they are used to talk about someone's nationality.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone's nationality.

2. Listen, point and say.



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

Input: – Picture and word cues:

a. Ben, the flag of Australia, a kangaroo, and the word *Australian*

b. a girl, the flag of Malaysia, the Petronas Twin Towers, and the word *Malaysian*

c. Mary, the flag of the United States of America, the Statue of Liberty, and the word *American*

d. a girl, the flag of Japan, cherry blossoms, and the word *Japanese*

– Speech bubbles: *What nationality is he / she? – He's / She's* _____.

Audio script:

a. Australian **b.** Malaysian **c.** American **d.** Japanese

a. *A:* What nationality is he?

B: He's Australian.

b. *A:* What nationality is she?

B: She's Malaysian.

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c. *A:* What nationality is she?

B: She's American.

d. *A:* What nationality is she?

B: She's Japanese.

Procedure: **Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the countries. Explain that the word under each picture is not the name of a country, but a nationality.

Step 2: Play the first part of the recording for pupils to listen to and repeat the words under the pictures, in chorus and individually, until they feel confident. Use the flash cards for *Australian, Malaysian, American* and *Japanese* to practise the words.

Step 3: Have pupils point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words (*What nationality is he? – He's Australian.*) Play the second part of the recording a few times for pupils to repeat the sentences in both bubbles.

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

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about someone's nationality.

Extension: Show a word without vowels, for example, *_m_r_c_n*, and have pupils guess what the word is (*American*).

Outcome: Pupils can correctly say the words for nationalities and use *What nationality is he / she? – He's / She's* ____. to ask and answer questions about someone's nationality.

3. Let's talk.

Goal: To use *What nationality is he / she? – He's / She's* ____. in a freer context.

Input: – Picture cue: Four characters at an exhibition introducing their countries

– Speech bubbles: *What nationality is he / she? –* ____.



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

Step 2: As an example, point at the first character and elicit the question using the model in the first speech bubble (e.g. *What nationality is she?*) and the answer (*She's Malaysian.)*. Then write the sentences on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to ask and answer questions about the nationality of each character in the picture. Go around and offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom to ask and answer questions about someone's nationality.

Outcome: Pupils can use *What nationality is he / she? – He's / She's* ____. in a freer context.

Suggested answers:

What nationality is she? – She's Malaysian.

What nationality is he? – He's Australian.

What nationality is she? – She's American.

What nationality is he? – He's Japanese.

Preparation for the project: Tell pupils about the project on page 27. For this project, they should work in groups. Ask them to spend time outside class searching for the names of at least five countries and their nationalities in English. Then they should make a poster to show the names of the countries and nationalities they have found. They may add some details about the countries such as people, flags and maps. Tell them they will present their posters to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and use flash cards to revise the vocabulary pupils learnt in Period 1.
- Ask pupils to open their books at page 23 and look at Unit 3, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which speakers ask and answer questions about someone's nationality, and tick the correct pictures.



Input: Picture cues:

1a. a Japanese boy playing football

1b. an American boy playing football

1c. an Australian boy playing badminton

2a. a British girl standing in front of Big Ben

2b. an Australian girl standing in front of the Sydney Opera House

2c. a Malaysian girl standing in front of the Petronas Twin Towers

Audio script:

1. *A:* Look at Sam.

B: Who? Is he playing football?

A: Yes, he is.

A: What nationality is he?

B: He's Japanese.

2. *A:* Is your new friend from Malaysia?

B: No, she isn't.

A: What nationality is she?

B: She's Australian.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *What nationality is she? What's he doing?* to elicit the nationalities of the characters and the activities they are doing in the pictures. Tell them to look at Pictures **a**, **b** and **c** and compare them. For example, have pupils explain that *The boy in Picture **a** is playing football. He's Japanese. The boy in Picture **b** is playing football. He's American. The boy in Picture **c** is playing badminton. He's Australian.*

Step 2: Play the recording all the way through for pupils just to listen. Then play it again for pupils to choose the correct pictures that show the nationalities of the characters mentioned in the conversations.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to get pupils to explain their answers, for example, *What's Sam doing? What nationality is he?*

Extension: Read Conversation **1** aloud but change some details. For example: *Look at Sam. – Who? Is he playing basketball?* Have pupils stand up when the information is different. Invite a pupil to correct the information.

Outcome: Pupils can understand two communicative contexts in which speakers ask and answer questions about someone's nationality, and tick the correct pictures according to what they hear.

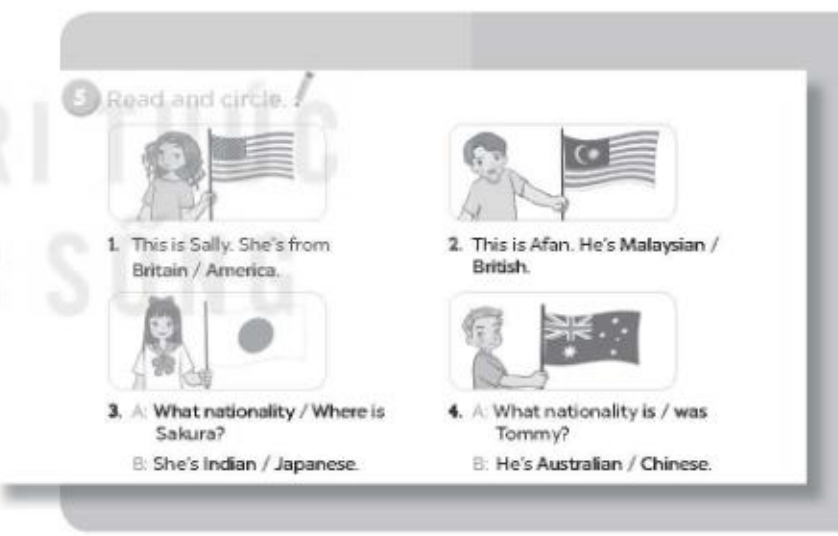
Key: **1.** a **2.** b

5. Read and circle.

Goal: To circle correct options in the sentences and exchanges with the help of picture cues.

Input: – Four picture cues

– Two pairs of sentences and two exchanges with options to circle



Procedure: **Step 1:** Do Sentence **1** together as an example. Draw pupils' attention to the picture (*a girl holding the flag of the United States of America*) and elicit the words for the country and the nationality, i.e. *America* and *American*. Have pupils read the sentences. Elicit the answer to complete the sentence (*America*).

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

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate some pupils to write the answers on the board. Check the answers. Ask questions to have pupils explain why they chose the options. For example, for Picture **2**, ask *Why is he Malaysian? – Because there's the flag of Malaysia.*

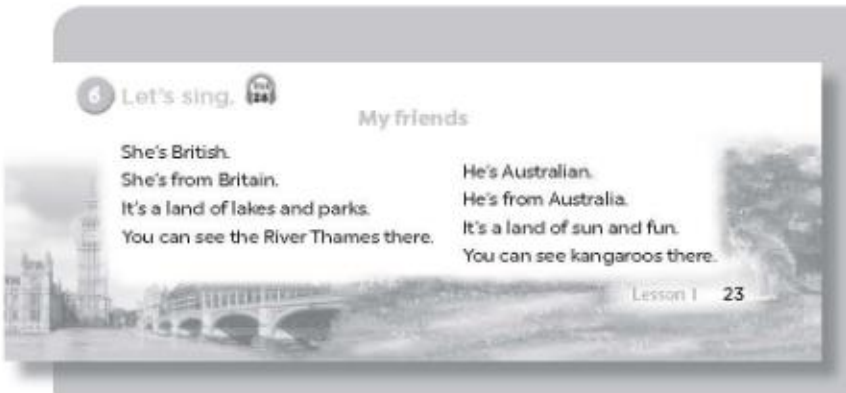
Step 4: Once completed, invite four pairs of pupils to act out Exchanges **3** and **4** in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can circle the correct options in the sentences and exchanges with the help of picture cues.

Key: **1.** America **2.** Malaysian

3. What nationality; Japanese **4.** is; Australian

6. Let's sing.



Goal: To sing the song *My friends* with correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *My friends*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to say what they see.

Step 2: Have pupils read and listen to the song, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *British, Britain, land, see* in the first verse and *Australian, Australia, land, see* in the second verse.

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

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

Outcome: Pupils can sing the song *My friends* with correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils sing along to the song *My friends* and clap their hands.
- Ask pupils to open their books at page 24 and look at Unit 3, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone's personality.

Input: – Context **a**: Linh and Nam talking about a new friend in their class

Linh: *There's a new pupil in our class. Her name's Lily.*

Nam: *What nationality is she?*

Linh: *She's British.*

– Context **b**: Nam asking about the new friend's personality

Nam: *What's she like?*

Linh: *She's friendly.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict what Lily's nationality is.

Step 2: Play the recording for them to listen and check if their prediction was correct.

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

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

Step 5: Draw pupils' attention to the question *What's she like?* and the answer *She's friendly.* Explain that they are used to talk about someone's personality.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about someone's personality.

2. Listen, point and say.



Goal: To correctly say the words for personality and use *What's he / she like? – He's / She's* ____. to ask and answer questions about someone's personality.

Input: – Picture and word cues:

a. a friendly girl talking to her friends, and the word *friendly*

b. a helpful girl doing the dishes, and the word *helpful*

c. a clever boy reading and thinking of a new idea, and the word *clever*

d. an active boy exercising, and the word *active*

– Speech bubbles: *What's he / she like? – He's / She's* ____.

Audio script:

a. friendly **b.** helpful

c. clever **d.** active

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a. *A:* What's she like?

B: She's friendly.

b. *A:* What's she like?

B: She's helpful.

c. *A:* What's he like?

B: He's clever.

d. *A:* What's he like?

B: He's active.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and describe what they can see in each picture.

Step 2: Play the first part of the recording for pupils to listen to and repeat the words, in chorus and individually, until they feel confident. Use the flash cards for *friendly, helpful, clever* and *active* to practise the words.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word in the answer by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.

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

Extension: Have pupils brainstorm some adjectives to describe people and divide them into two groups: adjectives describing someone's appearance (for example, *tall, slim,* and *young*) and adjectives describing personality (for example, *friendly, helpful,* and *clever*).

Outcome: Pupils can correctly say the words for personality and use *What's he / she like? – He's / She's* _____. to ask and answer questions about someone's personality.

3. Let's talk.

Goal: To use *What's he / she doing? – He's / She's* _____. and *What's he / she like? – He's / She's* _____. in a freer context.



Input: – Picture cue: Pupils in a class doing different activities that can reveal their personalities

– Speech bubbles:

What's he / she doing? – _____.

What's he / she like? – _____.

Procedure: **Step 1:** Ask pupils to look at the picture and elicit the activity each character is doing in the picture and the personality of each character. Use questions such as *What's he / she doing?* and *What's he / she like?* to elicit the answers. Tell them to look at the activities the characters are doing to guess their personalities. Remind pupils that *What's he / she like?* is used to ask questions about someone's personality, not what they look like.

Step 2: Demonstrate the conversation with one pupil in front of the class using the two suggested questions.

Step 3: Give pupils time to work in pairs and take turns pointing to the picture, asking and answering questions about the activity a character is doing and his or her personality.

Step 4: Invite a few pairs to come to the front of the classroom and act out the exchanges.

Outcome: Pupils can use *What's he / she doing? – He's / She's* _____. and *What's he / she like? – He's / She's* _____. in a freer context.

Suggested answers:

What's he doing? – He's opening the door for the teacher.

What's he like? – He's helpful.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then use the flash cards to revise the words on page 24.
- Get pupils to open their books at 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 speakers ask and answer questions about someone's personality, and number the pictures.

Input: Picture cues:

a. a friendly boy playing with his friend

b. a helpful boy helping another boy

c. a clever boy thinking of a new idea

d. an active boy playing badminton

Audio script:

1. *A:* What's Tom like?

B: He likes helping his friends. He's very helpful. Look, he's helping a kid over there.

2. *A:* What's your new friend like?

B: He's a friendly boy. We like playing together.

3. *A:* What's Alex like?

B: Alex is an active boy. He does many things. He's playing badminton now.

4. *A:* I have a new foreign friend.

B: What's he like?

A: He's a clever boy. He learns things quickly.

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Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the personalities of the people in the pictures. Tell them to look at the pictures to contrast them.

Step 2: Play the recording of the first dialogue for pupils to listen. Ask *Which picture, everyone? What's Tom like? – He's very helpful. Why did you choose Picture* ***b****? – Because the boy is helping someone.* Then play the recording again for pupils to listen and check.

Step 3: Play the recording of Dialogues **2**, **3** and **4**, and have pupils number the pictures.

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

Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about someone's personality, and number the pictures according to what they hear.

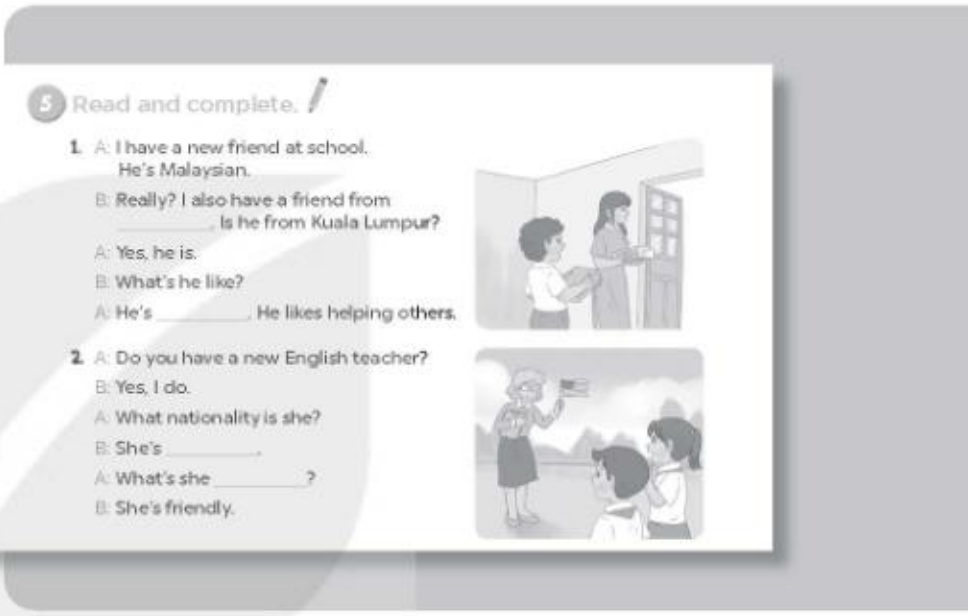
Key: 1. b **2.** a **3.** d **4.** c

5. Read and complete.

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

Input: – Two picture cues

– Two gapped exchanges to complete


5 Read and complete.

1. A: I have a new friend at school. He's Malaysian.
   B: Really? I also have a friend from _____. Is he from Kuala Lumpur?
   A: Yes, he is.
   B: What's he like?
   A: He's _____. He likes helping others.

2. A: Do you have a new English teacher?
   B: Yes, I do.
   A: What nationality is she?
   B: She's _____.
   A: What's she _____?
   B: She's friendly.

Procedure: **Step 1:** Do the first gapped exchange with the class as an example. Have pupils read the dialogue and guess the missing words. Ask *What nationality is the new friend?* (He's Malaysian.) *Where's he from?* (He's from Malaysia.). Then draw pupils' attention to the picture and ask questions to elicit the word to fill in the other gap, e.g. *What's the boy doing?* (He's helping the teacher. He's carrying some notebooks for his teacher.) *What's he like?* (He's helpful.).

Step 2: Give pupils a time limit to complete Exchange **2** independently. Go around the classroom and help where necessary.

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

Extension: Make some true and false sentences about the dialogues. Say a sentence and have pupils call out True or False. For example, *The new maths teacher is from America.* (False). *The new English teacher is friendly.* (True).

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

Key: 1. Malaysia; helpful **2.** American; like

6. Let's play.

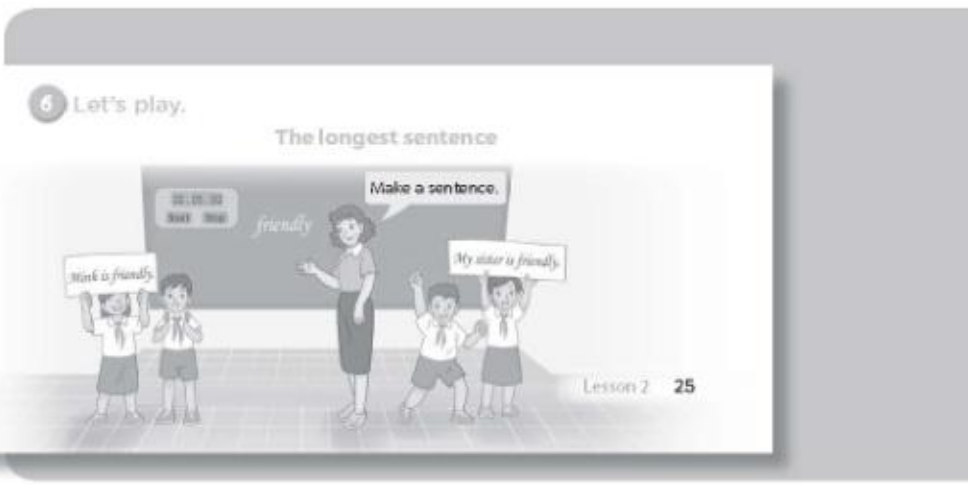
Goal: To revise the target vocabulary related to the topic "My foreign friends" by playing the game *The longest sentence.*

Input: An illustration of a class playing *The longest sentence*

The word *friendly* is on the board.

One group is holding a sentence: *Minh is friendly.*

Another group is holding another sentence: *My sister is friendly.*



Procedure: **Step 1:** Divide the class into 8–10 teams. Give each team a piece of paper. Tell pupils that they are going to write a sentence using the given word. The team with the longest sentence gets a point. Have pupils look at the illustration to see which sentence is longer and which team wins.

Step 2: Write a word on the board (e.g. *friendly*) and ask the teams to write a sentence using the word within one minute. Tell the teams to make the sentence as long as possible.

Step 3: After one minute, the teams hold up the sentences and say them aloud. The team with the longest correct sentence wins a point.

Step 4: Play again with another word.

Outcome: Pupils can revise the target vocabulary and structures learnt in Lessons 1 and 2 by playing the game *The longest sentence*.

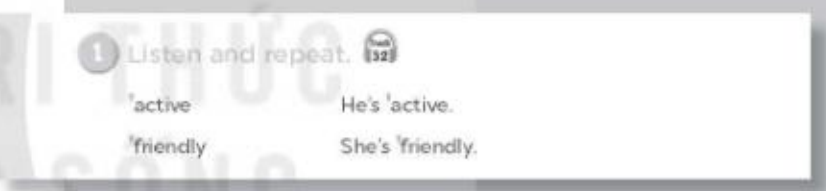
LESSON 3 (Period 5)

Warm-up

- Greet the class, then play *Memory game* with vocabulary such as *friendly, active, helpful* and *clever.*
- Get pupils to open their books at page 26 and look at Unit 3, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.

Goal: To correctly pronounce the two-syllable words *'active* and *'friendly* with the stress on the first syllable, in isolation and in the sentences *He's 'active.* and *She's 'friendly.*



Input: – The word *'active* and the sentence *He's 'active.*
– The word *'friendly* and the sentence *She's 'friendly.*

Procedure: **Step 1:** Have pupils point at the word *'active* and the sentence *He's 'active.* Play the recording of the word and sentence for them to listen and repeat, in chorus and individually, until they feel confident. Correct their pronunciation where necessary.

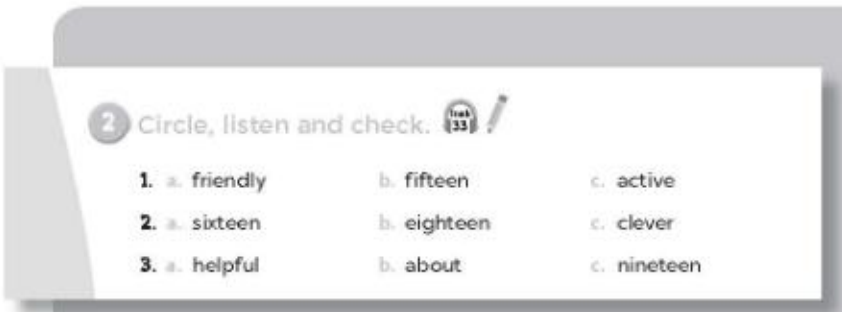
Step 2: Invite a few pupils to listen to and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.

Step 3: Repeat **Steps 1** and **2** for the word *'friendly* and the sentence *She's 'friendly.* Go around the classroom and correct their pronunciation if necessary.

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

Outcome: Pupils can correctly pronounce the two-syllable words *'active* and *'friendly* with the stress on the first syllable, in isolation and in the sentences *He's 'active.* and *She's 'friendly.*

2. Circle, listen and check.



Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. 'friendly	**b.** fif'teen	**c.** 'active
2. a. six'teen	**b.** eigh'teen	**c.** 'clever
3. a. 'helpful	**b.** a'bout	**c.** nine'teen

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that this is an "odd one out" activity. Pupils read the three options and circle the word which has a different stress pattern from the other two words.

Step 2: Give pupils a time limit to do the task independently. Have them read the words and circle the one that has a different stress from the other two in each line. Then get pupils to swap books with a partner to check their answers.

Step 3: Play the recording and have pupils listen and check the answers. Correct the answers where necessary.

Step 4: Invite a few pupils to read aloud the words in front of the class. Correct the word stress where necessary.

Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils look at the pictures and state the activities the girl and boy are doing and think of words to describe their personalities.

Step 2: Have pupils read the first verse of the chant and draw their attention to the stress in the words *active* and *friendly*. Check comprehension.

Step 3: Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap or do actions while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant. Draw pupils' attention to the words *helpful* and *clever* to practise the word stress.

Step 5: Play the recording all the way through for pupils to chant and clap their hands.

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Extension: Replace two adjectives in the chant with other adjectives which have the stress on the first syllable, e.g. *happy, busy, quiet, tidy, gentle*. Have pupils practise the new chant.

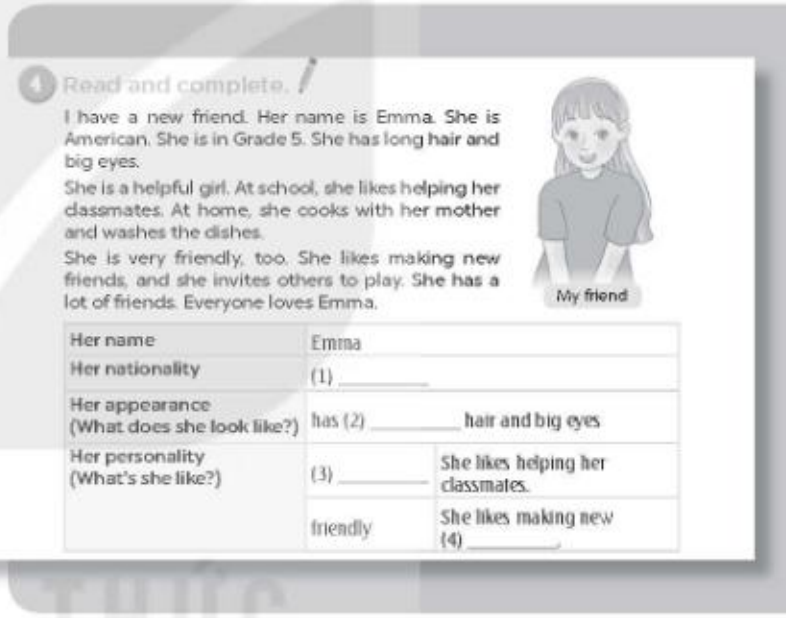
Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions too.
- Ask pupils to open their books at page 27 and look at Unit 3, Lesson 3, Activity 4.

4. Read and complete.


4 Read and complete.

I have a new friend. Her name is Emma. She is American. She is in Grade 5. She has long hair and big eyes.

She is a helpful girl. At school, she likes helping her classmates. At home, she cooks with her mother and washes the dishes.

She is very friendly, too. She likes making new friends, and she invites others to play. She has a lot of friends. Everyone loves Emma.

My friend

Her name	Emma	
Her nationality	(1) _____	
Her appearance (What does she look like?)	has (2) _____ hair and big eyes	
Her personality (What's she like?)	(3) _____	She likes helping her classmates.
	friendly	She likes making new (4) _____

Goal: To read and show understanding of the text by completing the table.

Input: – A short text about a girl called Emma

– A table to fill in with information about Emma

Procedure: **Step 1:** Tell pupils the goal of the activity – that they should read the text and complete the table with the information in the text. Ask pupils to study the table. Make sure that they understand the information in each column. In weaker classes, explain that the first column tells us the information we need to find about Emma: her name, her nationality, her appearance and her personality. The second column is where pupils should write the information about Emma.

Step 2: Complete Blank **1** as an example. First, have pupils read the information in the table and decide what type of information they need for Blank **1** (nationality). Then, have pupils find the information about Emma's nationality in the text. Have them write the word into Blank **1** (*American*).

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

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Explain the type of information they need for each blank, e.g. *For Blank 2, you need a word to describe Emma's hair. For Blank 3, you need a word to describe what Emma is like. For Blank 4, you need an example to show that Emma is friendly. Look for the word* making *in the reading.*

Extension: Ask pupils to choose five key things about Emma (*American, long hair, big eyes, likes helping* and *friendly*). Have pupils work in pairs and talk about Emma.

Outcome: Pupils can read and show understanding of the text by completing the table.

Key: 1. American **2.** long **3.** helpful **4.** friends

5. Let's write.



Goal: To fill in the form with some information about a foreign friend.

Input: – A form with some suggested categories

– A frame for pupils to draw their friend

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read and fill in the form with the information about a foreign friend. Check comprehension. If pupils don't have a foreign friend, they can imagine having one. Teacher can help them by showing some photos of foreign friends.

Step 2: Have pupils fill in the first blank together as an example. Ask them to read the first line in the form and elicit possible answers. Then have them write the answer in the gap.

Step 3: Give pupils time to complete the form independently and draw a picture of them if time allows. Go around the classroom and offer help where necessary.

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

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

Outcome: Pupils can fill in a form with some information about a foreign friend.

Suggested answer:

My foreign friend's name	Rosie
His / Her age	10
His / Her nationality	Australian
His / Her appearance	fair hair, tall
His / Her personality	friendly and helpful

6. Project

Goal: To present a poster about countries and their nationalities to the class.

Input: A picture of a group presenting their poster. One of the group is saying *I'm from Japan. I'm Japanese.* There is a Japanese flag on the board.



Procedure: **Step 1:** Tell pupils about the goal of the activity. Restate the steps in the project. Explain that they have already searched for the names of five countries and their nationalities and prepared a poster to present in class. In the poster, there are the names of the countries and their nationalities. They might also have some information about the countries such as people they can name, flags they can show and maps. Explain to pupils that there are various ways to present the poster. Pupils can pretend to be individuals from different countries in the poster, in which case they will say "I'm from Japan. I'm Japanese." or "He's from Canada. He's Canadian." Alternatively, they can present the list of five countries and their nationalities by starting with "In this poster, there are five countries and their nationalities" and continue by listing the names of the countries and their nationalities.

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Step 2: Have groups put their posters on their desks and practise the presentation. Encourage all members in the group to present. Go around the classroom and offer help where necessary.

Step 3: Get two groups to work together and take turns to give their presentations to one another. Then invite a few groups to show their posters and give their presentations in front of the class. Praise good performances.

Outcome: Pupils can present a poster about countries and their nationalities to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Option 1:

Pupil 1: I'm from Japan. I'm Japanese.

Pupil 2: I'm from Malaysia. I'm Malaysian.

Pupil 3: I come from Italy. I'm Italian.

Pupil 4: I come from China. I'm Chinese.

Pupil 5: I'm from Canada. I'm Canadian.

Option 2:

Pupil 1: Look at this poster. In this poster, there are five countries and their nationalities.

Pupil 2: Japan – Japanese

Pupil 3: Malaysia – Malaysian

Pupil 4: Italy – Italian

Pupil 5: China – Chinese, Canada – Canadian

Option 3:

Pupil 1: I'm Ken. I'm from Japan. I'm Japanese.

Pupil 2 (pointing to Pupil 3): This is Zara. She's Malaysian. She comes from Malaysia.

Pupil 3 (pointing to Pupil 2): This is Antony. He comes from Italy. He's Italian.

Pupil 4 (pointing to Pupil 5): This is Lin. She's Chinese. She comes from China.

Pupil 5 (pointing to Pupil 4): This is Alice. She's from Canada. She's Canadian.

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UNIT 4 – OUR FREE-TIME ACTIVITIES

Objectives

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

- correctly pronounce the two-syllable words '*always* and '*sometimes* with the stress on the first syllable, in isolation and in the sentences *I 'always listen to music.* and *She 'sometimes plays the violin.;*
- use the words *go for a walk, play the violin, surf the Internet, water the flowers, always, often, sometimes* and *usually* in relation to the topic "Our free-time activities";
- use *What do you like doing in your free time? – I like* ____. to ask and answer questions about what someone likes doing in their free time;
- use *What do you do at the weekend? – I* ____. to ask and answer questions about what someone does at the weekend;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our free-time activities";
- read and write about what someone likes doing in their free time and what someone does at the weekend;
- list their free-time activities and how often they do them, and present this information to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by playing the game *The longest sentence* on page 25. Ask pupils to open their books at page 28 and look at Unit 4, Lesson 1, Activity 1.
- Write the title *Our free-time activities* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone likes doing in their free time.



Input: – Context **a**: Mary phoning Nam asking what he's doing

Mary: *What are you doing, Nam?*

Nam: *I'm watching a cartoon. I like watching cartoons in my free time.*

– Context **b**: Mary answering Nam's question

Nam: *What do you like doing in your free time, Mary?*

Mary: *I like playing the violin.*

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

Step 2: Play the recording for them to listen. Play it again, sentence by sentence, for pupils to listen and repeat, in chorus and individually. Correct their pronunciation where necessary.

Step 3: Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.

Step 4: Draw their attention to the question *What do you like doing in your free time?* and the answer *I like playing the violin*. Tell pupils that they are used to describe what someone likes doing in their free time.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone likes doing in their free time.

2. Listen, point and say.

Goal: To correctly say the words and use *What do you like doing in your free time? – I like* ____. to ask and answer questions about what someone likes doing in their free time.



Input: – Picture and word cues:

a. a girl playing the violin, and the words *play the violin*

b. a boy surfing the Internet, and the words *surf the Internet*

c. a boy going for a walk, and the words *go for a walk*

d. a girl watering the flowers, and the words *water the flowers*

– Speech bubbles: *What do you like doing in your free time? – I like* ____.

Audio script:

a. play the violin **b.** surf the Internet

c. go for a walk **d.** water the flowers

a. *A:* What do you like doing in your free time?

B: I like playing the violin.

b. *A:* What do you like doing in your free time?

B: I like surfing the Internet.

c. *A:* What do you like doing in your free time?

B: I like going for a walk.

d. *A:* What do you like doing in your free time?

B: I like watering the flowers.

Procedure: **Step 1:** Have pupils look at the Pictures **a**, **b**, **c** and **d** and identify the characters and their activities.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the words (*play the violin*). Point at the words and Picture **a** and have pupils listen and repeat after the recording (*What do you like doing in your free time? – I like playing the violin.*).

Step 3: Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

Step 4: Put pupils in pairs and have pairs practise asking and answering using *What do you like doing in your free time? – I like* ____.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Praise pupils when their pronunciation is good.

Extension: Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles.

Outcome: Pupils can correctly say the words and use *What do you like doing in your free time? – I like* ____. to ask and answer questions about what someone likes doing in their free time.

3. Let's talk.

Goal: To use *What do you like doing in your free time? – I like* ____. in a freer context.



Input: – Picture cues: a boy surfing the Internet, a girl watering the flowers, a boy going for a walk, a girl playing the violin

– Speech bubbles: *What do you like doing in your free time? –* ____.

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

Step 2: Point at the first character and elicit the question in the first speech bubble (*What do you like doing in your free time?*) . Using the boy who is surfing the Internet as the cue, elicit an answer to complete the second speech bubble (*I like surfing the Internet.)* as an example. Then write the question and answer on the board. Get pupils to say them. Repeat the same procedure with the three other pictures.

Step 3: Put pupils into pairs and have them practise asking and answering questions about what someone likes doing in their free time. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the class to ask and answer questions about what someone likes doing in their free time, using the picture cues. Praise pupils if they perform well.

Extension: Invite some pairs of pupils to ask and answer questions about the real activities they like doing in their free time. For example, *What do you like doing in your free time? – I like listening to music.; What do you like doing in your free time? – I like playing football.*

Outcome: Pupils can use *What do you like doing in your free time? – I like* ____. in a freer context.

Suggested answers:

What do you like doing in your free time? – I like surfing the Internet.

What do you like doing in your free time? – I like watering the flowers.

What do you like doing in your free time? – I like going for a walk.

What do you like doing in your free time? – I like playing the violin.

Preparation for the project: Tell pupils about the project on page 33. Ask them to write down their free-time activities and how often they do them (using adverbs of frequency). Tell pupils that they will present this information to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the question *What do you like doing in your free time?* using picture cues, and call on a few pupils to answer the question.
- Ask pupils to open their books at page 29 and look at Unit 4, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts about what someone likes doing in their free time, and number the pictures.

Input: Picture cues:

a. a boy watching a cartoon

b. a boy going for a walk in the park

c. a girl watering the flowers

d. a girl playing the violin

Audio script:

1. *A:* What do you like doing in your free time?

B: I like playing the violin.

2. *A:* What do you like doing in your free time?

B: I like watering the flowers.

3. *A:* What do you like doing in your free time?

B: I like going for a walk in the park.

4. *A:* What do you like doing in your free time?

B: I like watching cartoons.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *What's he / she doing?* and *What does he / she like doing in their free time?* to elicit the activities of the characters. (*The boy in Picture **a** is watching a cartoon. He likes watching cartoons. The boy in Picture **b** is going for a walk. He likes going for a walk. The girl in Picture **c** is watering the flowers. She likes watering the flowers. The girl in Picture **d** is playing the violin. She likes playing the violin.*)

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

Step 3: Check answers together as a class. Play the recording a third time for pupils to double-check their answers and correct them in pairs. Have pupils explain the answers by asking questions. For example, for Picture **d**, ask, *What's she doing? What does she like doing in her free time?*

Outcome: Pupils can understand four communicative contexts about what someone likes doing in their free time, and number the pictures according to what they hear.

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

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



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

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

Step 3: Do Exchange **1** with the class as an example. Have pupils read the question. Then ask them to look at the gapped answer and the picture cue. Ask them what words are missing (*going for a walk*). Then have pupils complete the sentence (*I like going for a walk.*).

Step 4: Have pupils complete the rest of the gapped exchanges independently and ask them to read the completed exchanges aloud.

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

Key: 1. going for a walk **2.** surfing **3.** the violin; playing **4.** What; guitar

6. Let's play.

Goal: To revise target words about free-time activities by playing *Who has more correct answers?*

Input: – An illustration of pupils playing the game

– Paper and markers for groups to make sentences



Procedure: **Step 1:** Tell pupils that they are going to play *Who has more correct answers?* in groups. They will discuss and make as many sentences as possible to answer the question (asked by the teacher) *What do you like doing in your free time?* Use the illustration as an example to demonstrate how to play the game.

Step 2: The groups should write on their paper as many sentences as possible about their free-time activities within five minutes, e.g. *In our free time, we like reading books. We like watering the flowers. We like surfing the Internet.* The representative of each group will read aloud the sentences they have made in their group. The group that gets the most correct sentences is the winner.

Step 3: Have pupils work in groups of five or six. Set a time limit (e.g. five minutes) for them to discuss and write down their sentences on the paper.

Step 4: Invite representatives of two groups to the front of the class to read their sentences aloud. Check answers together as a class and decide which group is the winner.

Outcome: Pupils can revise target words about free-time activities by playing *Who has more correct answers?*

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Get the class to play the game *Who has more correct answers?* on page 29.
- Ask pupils to open their books at page 30 and look at Unit 4, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone does at the weekend.

Input:
– Context **a**: Bill asking Mai about her activity at the weekend

Bill: *What do you do at the weekend?*

Mai: *I usually listen to music.*

– Context **b**: Mai asking Bill about his activity at the weekend

Mai: *How about you, Bill? What do you do at the weekend?*

Bill: *I often play table tennis.*

Procedure:

Step 1: Have pupils look at Pictures **a** and **b** and identify the characters and their activities.

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

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

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

Step 5: Draw their attention to the question *What do you do at the weekend?* and the answers *I usually listen to music.* and *I often play table tennis.* Tell pupils that they are used to ask and answer about what someone does at the weekend.

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

2. Listen, point and say.



Goal: To correctly say the words and use *What do you do at the weekend? – I ____.* to ask and answer questions about what they do at the weekend.

Input: – Picture and word cues:

a. a boy reading a story, and the words *always / read stories*

b. a girl watering the flowers, and the words *usually / water the flowers*

c. a girl riding her bike in the park, and the words *often / ride my bike*

d. a boy surfing the Internet, and the words *sometimes / surf the Internet*

– Speech bubbles: *What do you do at the weekend? – I ____.*

– A box with the Adverbs of frequency

Audio script:

a. always / read stories **b.** usually / water the flowers

c. often / ride my bike **d.** sometimes / surf the Internet

a. *A:* What do you do at the weekend?

B: I always read stories.

b. *A:* What do you do at the weekend?

B: I usually water the flowers.

c. *A:* What do you do at the weekend?

B: I often ride my bike.

d. *A:* What do you do at the weekend?

B: I sometimes surf the Internet.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the activities of the characters.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the words (*always / read stories*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*What do you do at the weekend? – I always read stories.*)

Step 3: Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering the question *What do you do at the weekend? – I ____.* using the picture cues.

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

Extension: Introduce the two extra adverbs of frequency in the box, *rarely* and *never,* for pupils to contrast with the other adverbs of frequency they have learnt. Have them make some sentences about someone's free-time activities at the weekend using the two new adverbs of frequency. For example, *Thu rarely plays table tennis in her free time. She never goes roller skating in her free time.*

Outcome: Pupils can correctly say the words and use *What do you do at the weekend? – I ____.* to ask and answer questions about what they do at the weekend.

3. Let's talk.



Goal: To use *What do you like doing in your free time? – I like ____.* and *What do you do at the weekend? – I ____.* in a freer context.

Input: – Picture cues: a girl playing the violin, a boy riding his bike, a boy surfing the Internet and a girl reading a story

– Speech bubbles: *What do you like doing in your free time? – ____.*

What do you do at the weekend? – ____.

Procedure: **Step 1:** Ask pupils to look at the picture and elicit the activity each character is doing in the picture. Use the questions *What do you like doing in your free time?* and *What do you do at the weekend?* to elicit the answers. Tell them to look at the activities the characters are doing to give their answers.

Step 2: Demonstrate the conversation with one pupil in front of the class using the two questions in the speech bubbles.

Step 3: Put pupils into pairs and encourage them to ask and answer questions about what someone likes doing in their free time and what someone does at the weekend. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the class to perform their conversations.

Outcome: Pupils can use *What do you like doing in your free time? – I like ____.* and *What do you do at the weekend? – I ____.* in a freer context.

Suggested answers:

What do you like doing in your free time? – I like playing the violin.
What do you do at the weekend? – I always play the violin.
What do you like doing in your free time? – I like riding my bike.
What do you do at the weekend? – I usually ride my bike.
What do you like doing in your free time? – I like surfing the Internet.
What do you do at the weekend? – I often surf the Internet.
What do you like doing in your free time? – I like reading stories.
What do you do at the weekend? – I sometimes read stories.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what they do at the weekend, using *What do you do at the weekend? – I ____.*
- Ask pupils to open their books at page 31 and look at Unit 4, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts about what someone does at the weekend, and tick the correct pictures.

Input: Picture cues:

1a. a girl playing the violin

1b. a girl watching a cartoon on TV

1c. a girl listening to music

2a. a boy surfing the Internet

2b. a boy roller skating in the park

2c. a boy playing football

Audio script:

1. *A:* What are you doing, Kate?

B: I'm watching a new cartoon.

A: Do you often watch cartoons at the weekend?

B: Yes, I do. I like watching cartoons very much.

2. *A:* What are you doing, David?

B: I'm reading a story.

A: Do you usually read stories at the weekend?

B: No, I don't. I usually surf the Internet. I like it very much.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Ask questions to help them identify the characters and their free-time activities.

Step 2: Play the recording for pupils to do Question **1** by ticking the correct picture.

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

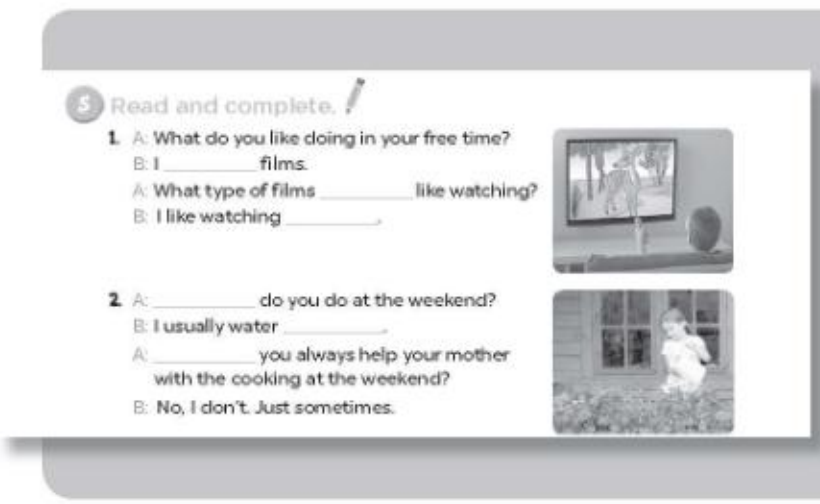
Step 4: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

Extension: Read Conversation **1** aloud but change specific information. For example, *What are you doing, Kate? – I'm watching a musical performance.* Have pupils stand up when the information is different. Invite a pupil to correct the information.

Outcome: Pupils can understand two communicative contexts about what someone does at the weekend, and tick the correct pictures according to what they hear.

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

5. Read and complete.



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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the characters and their activities in the pictures.

Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words.

Step 3: Have pupils concentrate on the first gap in Exchange **1**. Ask them what words are missing (*like watching*). Then have them complete the sentence (*I like watching films.).* Get them to guess the missing words in the following sentences (*do you; cartoons*).

Step 4: Repeat **Step 3** for Exchange **2**.

Step 5: Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud.

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

Key: 1. like watching; do you; cartoons **2.** What; the flowers; Do

6. Listen, complete and sing.

Goal: To listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *What do you like doing in your free time?*


6 Listen, complete and sing.

What do you like doing in your free time?

What do you like doing in your free time?
I like playing the violin.
Do you like playing the (1) _____?
No, I don't. I never play the guitar.

What do you do at the (2) _____?
I ride my bike in the park.
Do you (3) _____ ride your bike in the park?
Yes, I do. Yes, I do.

Lesson 2 31

Procedure: **Step 1:** Draw pupils' attention to the gapped sentences. Encourage pupils to guess the missing words with the help of picture cues.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Then play the recording again for them to fill in the gaps with the missing words.

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

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

Outcome: Pupils can complete the song *What do you like doing in your free time?* and sing it with the correct pronunciation, rhythm and melody.

Key: 1. guitar **2.** weekend **3.** always

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *What do you like doing in your free time?*
- Ask pupils to open their books at page 32 and look at Unit 4, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly pronounce the two-syllable words *'always* and *'sometimes* with the stress on the first syllable, in isolation and in the sentences *I 'always listen to music.* and *She 'sometimes plays the violin.*

Input: – The word *'always* and the sentence *I 'always listen to music.*

– The word *'sometimes* and the sentence *She 'sometimes plays the violin.*

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

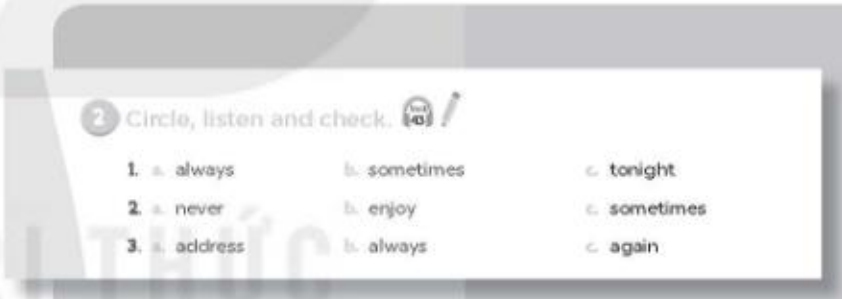
Step 2: Play the recording again and encourage pupils to listen and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the word *'sometimes* and the sentence *She 'sometimes plays the violin.*

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

Outcome: Pupils can correctly pronounce the two-syllable words *'always* and *'sometimes* with the stress on the first syllable, in isolation and in the sentences *I 'always listen to music.* and *She 'sometimes plays the violin.*

2. Circle, listen and check.



Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. 'always	**b.** 'sometimes	**c.** to'night
2. a. 'never	**b.** en'joy	**c.** 'sometimes
3. a. ad'dress	**b.** 'always	**c.** a'gain

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to circle the word that has a different stress from the other words.

Step 2: Give pupils a time limit to do the task independently. Have them read the words and circle the one that is different in each line.

Step 3: Play the recording for pupils to listen and check their answers.

Step 4: Tell pupils to swap books with a partner to check their answers, then check the answers as a class.

Step 5: Play the recording again for pupils to double-check their answers.

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Extension: Invite one or two pupils to stand up and repeat the words that have a different stress (1. tonight; 2. enjoy; 3. always).

Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

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 words *always* and *sometimes*.

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

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

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

LESSON 3 (Period 6)

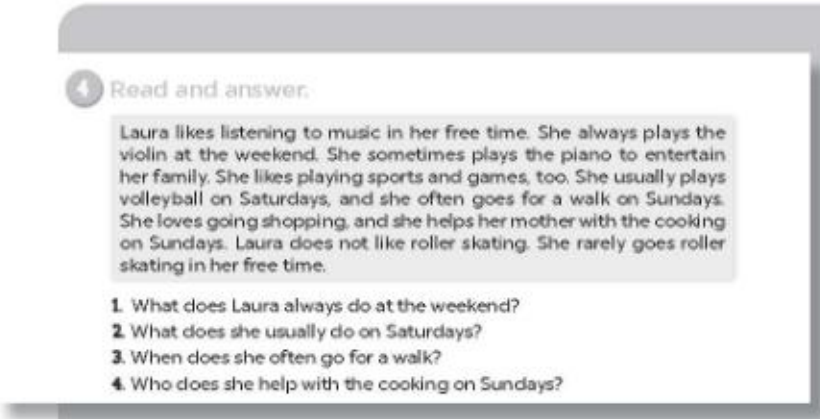
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 32.
- Ask pupils to open their books at page 33 and look at Unit 4, Lesson 3, Activity 4.

4. Read and answer.

Goal: To read and show understanding of a text by answering four questions about Laura's free-time activities at the weekend.



Input: A text and four questions

Procedure: **Step 1:** Have pupils read Question **1** carefully and identify the keywords such as *What, Laura, always* and *weekend.* Then they should scan the text for relevant information to answer the question (*She always plays the violin.*).

Step 2: Repeat **Step 1** for Questions **2**, **3** and **4**. Explain or elicit the type of information they need for each answer: *For Question **2**, you need a phrase to describe Laura's activity (plays volleyball). For Question **3**, you need a phrase that tells you when she does her activity (on Sundays). For Question **4**, you have to find out who Laura helps with the cooking on Sundays (her mother).*

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

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

Step 5: Invite some pairs to take turns asking and answering the questions.

Extension: Ask pupils some more questions to check their comprehension of the text. For example, *Who likes listening to music?* (Laura) *Does she like playing sports and games?* (Yes, she does.) *What does she help her mother do?* (She helps her mother with the cooking.).

Outcome: Pupils can read and show understanding of the text by answering four questions about Laura's free-time activities at the weekend.

Key:

1. She always plays the violin (at the weekend).

2. She usually plays volleyball (on Saturdays).

3. She often goes for a walk on Sundays.

4. She helps her mother with the cooking on Sundays.

5. Let's write.

Goal: To complete a letter to a penfriend about someone's free-time activities at the weekend by writing the target words in the gaps using picture cues.


5 Let's write.

Hi _____,

My name is _____. I like _____ in my free time. I usually _____ on Saturdays. I often _____ on Sundays. I sometimes help my mum with the _____ in my free time. What about you? What do you like doing in your free time?

Best wishes,

_____

Input: – A writing frame with seven gaps to complete

– Four picture cues

Procedure: **Step 1:** Ask pupils to read the gapped letter and explain that they need to fill in the gaps with information about the free-time activities of the boy in the pictures. Check comprehension.

Step 2: Have pupils complete the first, second and third gaps with names and an activity of their choice from the pictures. Ask some pupils to read their completed sentences aloud to the class.

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

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Step 4: Get pupils to swap their books with a partner and check each other's spelling before checking as a class.

Outcome: Pupils can complete a letter about someone's free-time activities at the weekend by writing the target words into gaps using picture cues.

Suggested answer:

Hi Tom,

My name is Duc. I like listening to music in my free time. I usually play the guitar on Saturdays. I often ride my bike on Sundays. I sometimes help my mum with the cooking in my free time. What about you? What do you like doing in your free time?

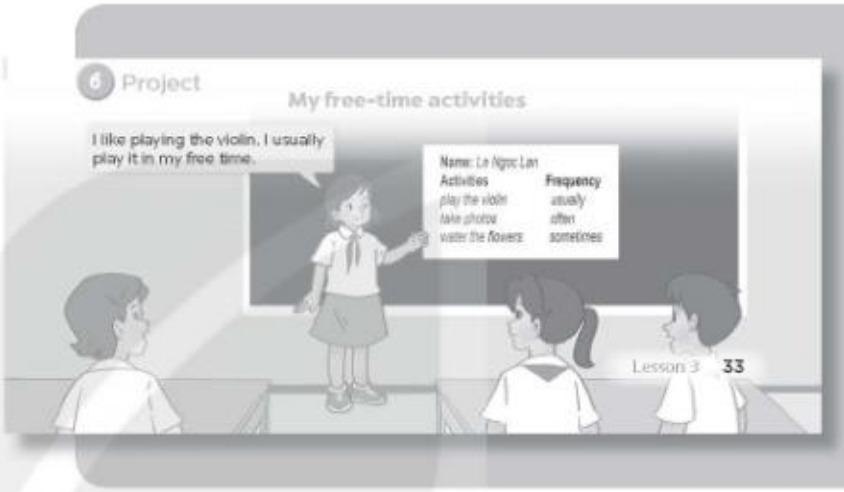
Best wishes,

Duc

6. Project

Goal: To present their free-time activities to the class.

Input: An illustration of a girl presenting her free-time activities in front of the class



Procedure: **Step 1:** Tell pupils about the goal of the activity. Explain that they have to present the list of free-time activities and adverbs of frequency they have prepared at home.

Step 2: Have pupils present their lists in their groups. Each pupil looks at his or her list and tells the group about his or her free-time activities.

Step 3: Invite a few pupils to present their lists in front of the class and talk about them, e.g. *I like playing the violin. I usually play it in my free time.* Have the rest of the class applaud if pupils perform well.

Outcome: Pupils can present their free-time activities to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hi, everybody. Here are my free-time activities. I like playing the violin. I usually play it in my free time. I like taking photos. I often take photos with my friends on Sundays. I also like watering the flowers. I sometimes water the flowers at the weekend.

UNIT 5 – MY FUTURE JOB

Objectives

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

- correctly pronounce the two-syllable words *'teacher* and *'dentist* with the stress on the first syllable, in isolation and in the sentences *My mother's a 'teacher.* and *My father's a 'dentist.*;
- use the words and phrases *firefighter, gardener, reporter, writer, grow flowers, report the news, teach children* and *write stories* in relation to the topic "My future job";
- use *What would you like to be in the future? – I'd like to be a* ____. to ask and answer questions about someone's future job;
- use *Why would you like to be a* ____*? – Because I'd like to* ____. to ask and answer questions about the reasons why someone would like to do a certain job in the future;
- listen to and demonstrate understanding of simple communicative contexts related to the topic "My future job";
- read and write about someone's future job;
- conduct a survey about the jobs that the pupils would like to do in the future and use it to practise talking in front of the class at Project time.

LESSON 1 (Period 1)

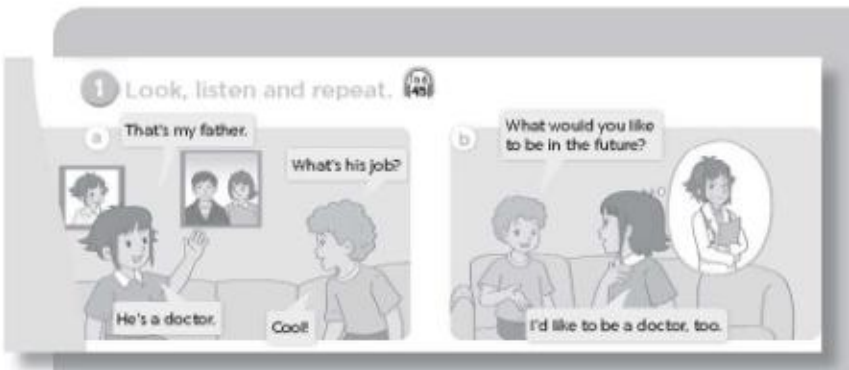
Warm-up

- Greet the class. Encourage pupils to respond to your greeting and then to greet each other in pairs.
- Spend a few minutes revising Unit 4 by asking the class to talk about the project in Lesson 3 or talk about their leisure activities.
- Ask pupils to open their books at page 34 and look at Unit 5, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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

Input: – Context **a**: Linh and Bill in Linh's living room. A photo of Linh's parents on the wall



Linh: *That's my father.*

Bill: *What's his job?*

Linh: *He's a doctor.*

Bill: *Cool!*

– Context **b**: Linh and Bill talking about future jobs. Linh thinking about being a doctor in the future

Bill: *What would you like to be in the future?*

Linh: *I'd like to be a doctor, too.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and any other detail they notice. Draw pupils' attention to the thought bubble and let them guess the job that Linh is thinking about.

Step 2: Ask pupils to focus on Picture **a**. Play the recording for them to listen to the entire conversation several times.

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

Step 4: Invite a few pairs to stand up, listen and repeat the sentences in the recording. Check their pronunciation, provide corrections and offer feedback where necessary.

Step 5: Direct pupils' attention to the question *What would you like to be in the future?* and the answer *I'd like to be a doctor*. Explain that this is about someone's future job.

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

2. Listen, point and say.



Goal: To correctly say the words and use *What would you like to be in the future? – I'd like to be a* ____. to ask and answer questions about someone's future job.

Input: – Picture and word cues:

a. a firefighter saving a person from a fire, and the word *firefighter*

b. a reporter reporting the news in the street, and the word *reporter*

c. a gardener working in a garden, and the word *gardener*

d. a writer working at his desk, and the word *writer*

– Speech bubbles: *What would you like to be in the future? – I'd like to be a* ____.

Audio script:

a. firefighter **b.** reporter **c.** gardener **d.** writer

a. *A:* What would you like to be in the future?

B: I'd like to be a firefighter.

b. *A:* What would you like to be in the future?

B: I'd like to be a reporter.

c. *A:* What would you like to be in the future?

B: I'd like to be a gardener.

d. *A:* What would you like to be in the future?

B: I'd like to be a writer.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

Step 2: Point at the question pattern *What would you like to be in the future?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I'd like to be a* ____.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *What would you like to be in the future? – I'd like to be a firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils into pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly say the words and use *What would you like to be in the future? – I'd like to be a* ____. to ask and answer questions about someone's future job.

3. Let's talk.

Goal: To use *What would you like to be in the future? – I'd like to be a* ____. in a freer context.



Input: – Picture cue: A job fair at a school where the pupils are wearing the uniforms and accessories of different jobs

– Speech bubbles: *What would you like to be in the future? – ____.*

Procedure: **Step 1:** Direct pupils' attention to the phrase *Job fair* in the picture. Have them guess the meaning of the phrase. Ask them what jobs they can find in the picture.

Step 2: Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should be. Give an example answer, e.g. *I'd like to be a doctor.* Get pupils to repeat the question and answer several times.

Step 3: Have some pairs practise asking and answering questions about the jobs in the picture. Go around the classroom to observe and provide help.

Extension: Encourage pupils to brainstorm some jobs and talk about the jobs that they would like to do in the future.

Step 4: Invite some pairs to practise asking and answering in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can use *What would you like to be in the future? – I'd like to be a* ____. in a freer context.

Suggested answers:

What would you like to be in the future?

– I'd like to be a taxi driver / a firefighter / a reporter / a doctor.

Preparation for the project: Ask pupils to prepare for the project on page 39 by carrying out a survey about the future jobs that their classmates would like to do and the reasons they would like to do the jobs. Ask pupils to do the survey while they study Unit 5 so that they can present a report at Project time. Pupils may add some information about their classmates, such as their names, personalities and favourite things.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the words for jobs and the sentence patterns *What would you like to be in the future? – I'd like to be a _____.* to ask and answer questions about someone's future job.
- Dictate some words for jobs and ask pupils to write them down. Then let them work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 35 and look at Unit 5, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about people's future jobs, and number the pictures.

Input: Picture cues:

a. a male gardener growing flowers in a garden

b. a female writer writing something at her desk

c. a female reporter reporting the news outdoors

d. a firefighter at a fire

Audio script:

1. *A:* What would you like to be in the future?

B: I'd like to be a reporter.

2. *A:* In the future, what would you like to be?

B: Umm, I'd like to be … a gardener.

3. *A:* Would you like to be a firefighter in the future?

B: A firefighter? No, I wouldn't. I'd like to be a writer.

4. *A:* What would you like to be in the future?

B: I'd like to be a firefighter. What about you?

A: I'd like to be a firefighter, too.

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Procedure: **Step 1:** Ask questions about the pictures: *How many pictures are there?* and *What job can you see in each picture?* Ask pupils further questions to elicit information about the people in the pictures, e.g. *What's he / she doing?* and *Where is he / she?* Encourage pupils to say, for example, *The man in Picture **a** is planting some flowers. He's in a garden. He's a gardener.* Explain that they will write numbers 1–4 next to the pictures to put them in the correct order.

Step 2: Play the recording of Exchange **1**. Ask pupils to find the correct picture and write number *1* in the box. Check their answers and give feedback.

Step 3: Play the recording of the other dialogues. Ask pupils to work independently, then work in pairs to check each other's answers. Go around the classroom and give support if necessary.

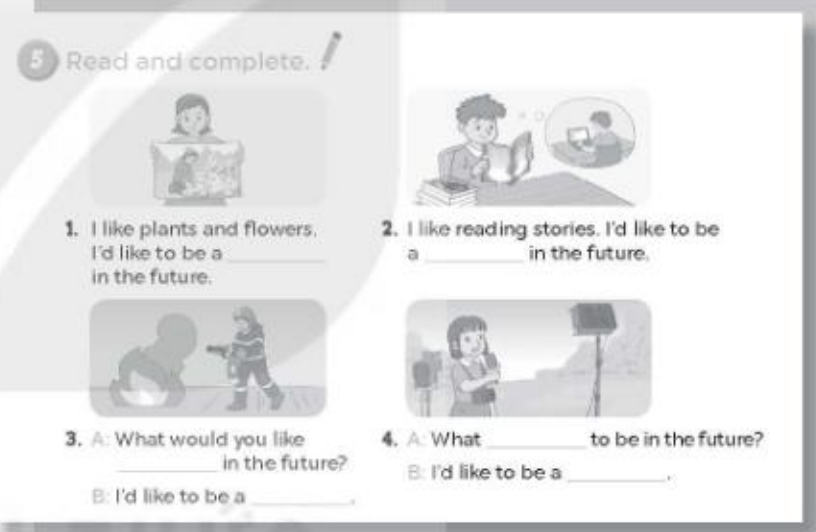
Step 4: Check the answers as a class. Correct the answers if necessary.

Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about people's future jobs, and number the pictures according to what they hear.

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

5. Read and complete.

Goal: To complete the target sentence patterns about future jobs with the help of picture cues.



Input: – Four picture cues

– Four gapped sentences and exchanges to complete

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the jobs that the characters are doing or thinking about. Ask questions such as *Look at Question **1**. What's the person in the picture doing? Is she planting flowers? Where is she? What's her job?* Elicit the words *gardener*, *writer*, *firefighter* and *reporter* for Questions **1**–**4**.

Step 2: Have pupils read the sentences in Question **1**. Ask them what is missing in the gap (a job). Ask them to complete the gap by finding the information in the picture above the sentence. Give the correct answer (*gardener*).

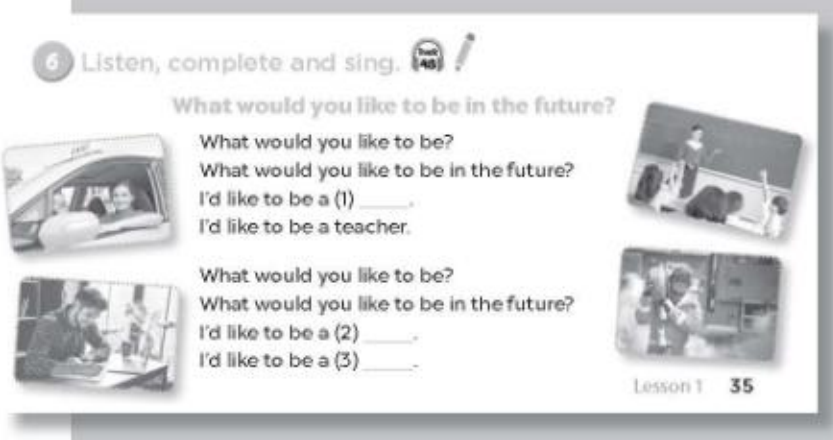
Step 3: Ask pupils to complete the other questions in the same way independently, then to check their answers in pairs. Go around the classroom and give support if necessary. Ask questions to help pupils explain their answers. For example, for Question **3** ask *How do you know the answer is "firefighter"? – Because he's wearing the uniform of a firefighter, and there's a fire.*

Step 4: To check answers, ask some pupils to read the sentences and exchanges aloud. Give feedback and corrections if necessary.

Outcome: Pupils can complete the target sentence patterns about future jobs with the help of picture cues.

Key: **1.** gardener **2.** writer **3.** to be; firefighter **4.** would you like; reporter

6. Listen, complete and sing.



Goal: To listen to and complete the song *What would you like to be in the future?* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *What would you like to be in the future?*

Procedure:

Step 1: Tell pupils that they are going to listen to the song, fill in the gaps in the lyrics and sing the song.

Step 2: Have pupils read the lyrics and guess the words to fill in the gaps with the help of the pictures.

Step 3: Have them listen to the song and fill in the gaps. If necessary, play the recording twice for pupils to fill in the gaps.

Step 4: Play the recording line by line and let them listen and practise singing the song, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.

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

Extension: Encourage pupils to change some of the words for jobs and sing their own new version of the song.

Outcome: Pupils can complete the song *What would you like to be in the future?* and sing it with the correct pronunciation, rhythm and melody.

Key: **1.** firefighter **2.** writer **3.** driver

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting and then to greet each other in pairs.
- Spend a few minutes revising Lesson 1 by singing the song *What would you like to be in the future?*
- Ask pupils to open their books at page 36 and look at Unit 5, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to have a certain job in the future.

Input: – Context **a**: Nam and Mary talking in their schoolyard. Mary thinking of being a doctor in the future

Nam: *What would you like to be in the future?*

Mary: *I'd like to be a doctor.*

Nam: *Cool!*

– Context **b**: Nam and Mary talking about the reasons for future jobs. Mary thinking of helping people as a doctor

Nam: *Why would you like to be a doctor?*

Mary: *Because I'd like to help people.*

Procedure:

Step 1: Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Have them say what they can see in the thought bubbles.

Step 2: Ask pupils to look at Picture **a**. Play the recording of the exchange 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 and repeat the sentences in the recording. Give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the question *Why would you like to be a doctor?* and the answer *Because I'd like to help people.* Explain that they are a question and an answer about why someone would like to have a certain job in the future.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to have a certain job in the future.

2. Listen, point and say.



Goal: To correctly say the words and use *Why would you like to be a ____? – Because I'd like to ____.* to ask and answer questions about why someone wants to have a certain job in the future.

Input: – Picture and word cues:

a. a female teacher teaching children in a classroom, and the words *teacher / teach children*

b. a male reporter reporting the news, and the words *reporter / report the news*

c. a female gardener working in a garden, and the words *gardener / grow flowers*

d. a male writer writing something at his desk, and the words *writer / write stories*

– Speech bubbles: *Why would you like to be a ____? – Because I'd like to ____.*

Audio script:

a. teacher / teach children

b. reporter / report the news

c. gardener / grow flowers

d. writer / write stories

a. *A:* Why would you like to be a teacher?

B: Because I'd like to teach children.

b. *A:* Why would you like to be a reporter?

B: Because I'd like to report the news.

c. *A:* Why would you like to be a gardener?

B: Because I'd like to grow flowers.

d. *A:* Why would you like to be a writer?

B: Because I'd like to write stories.

Procedure:

Step 1: First concentrate on the words and phrases. Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word *teacher* and the phrase *teach children* several times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 2: Point at the question *Why would you like to be a ____?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *Because I'd like to ____*.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *Why would you like to be a teacher? – Because I'd like to teach children*. Repeat the same procedure with Exchanges **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the questions and the answers for Pictures **a**–**d** until they feel confident.

Step 5: Have pairs of pupils practise asking and answering the questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation, giving corrections and feedback where necessary.

Outcome: Pupils can correctly say the words and use *Why would you like to be a ____? – Because I'd like to ____.* to ask and answer questions about why someone wants to have a certain job in the future.

3. Let's talk.



Goal: To use *What would you like to be in the future? – I'd like to be a / an ____.* and *Why would you like to be a / an ____? – Because I'd like to ____.* in a freer context.

Input: – Picture cues: a group of characters doing different jobs

– Speech bubbles: *What would you like to be in the future? – ____.*

Why would you like to be a / an ____? – ____.

Procedure:

Step 1: Draw pupils' attention to the pictures and guess the jobs that the characters do. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils what the answer should be. Do the same with the other pair of speech bubbles.

Step 2: Have pairs of pupils practise asking and answering the questions about the reasons why someone would like to have a certain job. Go around the classroom and provide support where necessary.

Step 3: Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

Extension: Encourage pupils to brainstorm other jobs they know, such as *doctor*, *driver*, *pilot*, *policeman* and *farmer*, and the reasons why someone would like to have these jobs, then talk in groups using the sentence patterns.

Outcome: Pupils can use *What would you like to be in the future? – I'd like to be a / an _____.* and *Why would you like to be a / an _____? – Because I'd like to _____.* in a freer context.

Suggested answers:

What would you like to be in the future? – I'd like to be a teacher / an English teacher / a reporter / writer / gardener / farmer / driver.

Why would you like to be a teacher / an English teacher? – Because I'd like to teach children.

Why would you like to be a reporter? – Because I'd like to report the news.

Why would you like to be a farmer? – Because I'd like to live in the countryside.

Why would you like to be a driver? – Because I'd like to travel.

LESSON 2 (Period 4)

Warm-up

- Greet the class and spend a few minutes revising the sentence patterns presented in Lesson 1 and Lesson 2 to ask and answer questions about someone's future job and the reasons for choosing it.
- Ask pupils to open their books at page 37 and look at Unit 5, Lesson 2, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which speakers ask and answer questions about future jobs, and tick the correct pictures.

Input: Picture cues:

1a. a male teacher teaching children in a classroom

1b. a male doctor

1c. a male reporter reporting the news

2a. a female gardener working in a garden

2b. a female writer writing something at her desk

2c. a female dentist checking her patient's teeth

Audio script:

1. *A:* What would you like to be in the future?

B: I'd like to be a teacher.

A: Why would you like to be a teacher?

B: Because I'd like to help children.

2. *A:* Would you like to be a dentist?

B: No, I wouldn't.

A: What would you like to be?

B: I'd like to be a writer.

A: Why?

B: Because I'd like to write picture books.

Procedure: **Step 1:** Have pupils look at the pictures. Ask them *How many pictures are there in each question?* and *What jobs can you see in each picture?*

Step 2: Tell pupils to look at the pictures for Question **1**, and say that they will hear a conversation between a boy and a girl about future jobs. Ask pupils to tick the correct picture that shows the boy's future job. Play the recording of the first conversation twice.

Step 3: Do the same with the second conversation. Ask pupils to tick the correct picture that shows the girl's future job.

Step 4: Ask pupils to work in pairs to check answers. Correct answers as a class and give feedback.

Outcome: Pupils can understand two communicative contexts in which speakers ask and answer questions about their future jobs, and tick the correct pictures according to what they hear.

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

5. Read and complete.

Goal: To complete the target sentence patterns in two conversations about future jobs with the help of picture cues.

Input: Two picture cues and two gapped conversations to complete


5 Read and complete.

1. A: What would you like to be in the future?
B: I'd like to be a _____.
A: Really? Why?
B: _____ I'd like to talk to people.

2. A: Look at the photo. I'd like to do this job in the future.
B: Amazing! Why would you like to be a _____?
A: Because _____ to plant trees and flowers.
B: What an interesting job!

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

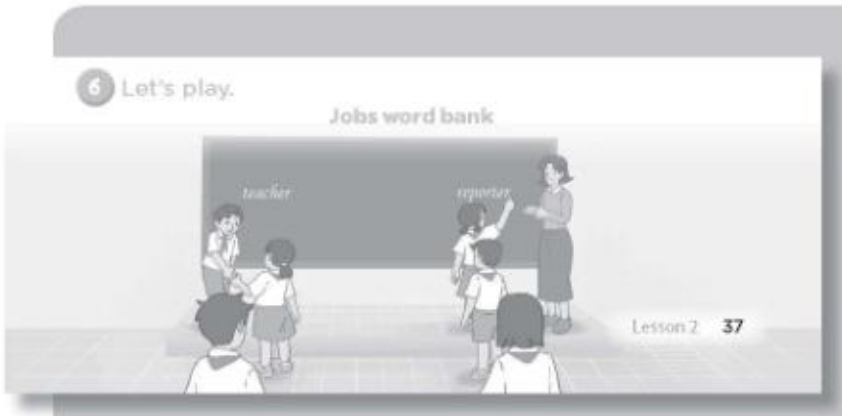
Step 2: Have pupils read Conversation **1**. Ask them what is missing from the gap. Have them complete the gap by finding the clues from the context and the picture. Repeat the same procedure with Conversation **2**.

Step 3: Get pupils to complete the conversations independently, then ask a few pairs to read them aloud. Check their answers, giving corrections and feedback where necessary.

Outcome: Pupils can complete the target sentence patterns about future jobs with the help of picture cues.

Key: 1. reporter; Because **2.** gardener; I'd like

6. Let's play.



Goal: To review vocabulary about jobs by playing the game *Jobs word bank*.

Input: A picture showing how to play the game: Two groups of pupils line up to write on the board words about jobs

Procedure: **Step 1:** Tell pupils that two groups of five pupils are going to play the game *Jobs word bank* within a time limit of three minutes. Then another two groups will play, and so on. Have the first two groups of five stand in two lines in front of the board. Give a piece of chalk to each of the pupils at the front of the lines. Ask *What would you like to be in the future?*, then start a timer for three minutes. Let them write one job on the board. Encourage the first pupils to give their chalk to the next one in the line so that they continue to write words for jobs on the board.

Step 2: When the time is up, count the jobs that have been written correctly by each group. Reward the group with the most correctly written jobs.

Step 3: Play the game again with some other groups.

Outcome: Pupils can review vocabulary about jobs by playing the game *Jobs word bank*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to play the game *Jobs word bank*.
- Ask pupils to open their books at page 38 and look at Unit 5, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Listen and repeat.



Goal: To correctly pronounce the two-syllable words *'teacher* and *'dentist* with the stress on the first syllable, in isolation and in the sentences *My mother's a 'teacher.* and *My father's a 'dentist.*

Input: – The word *'teacher* and the sentence *My mother's a 'teacher.*

– The word *'dentist* and the sentence *My father's a 'dentist.*

Procedure: **Step 1:** Have pupils look at the word *'teacher* with its first syllable marked as stressed. Play the recording and have the class repeat the word until they feel confident. Correct their pronunciation if necessary.

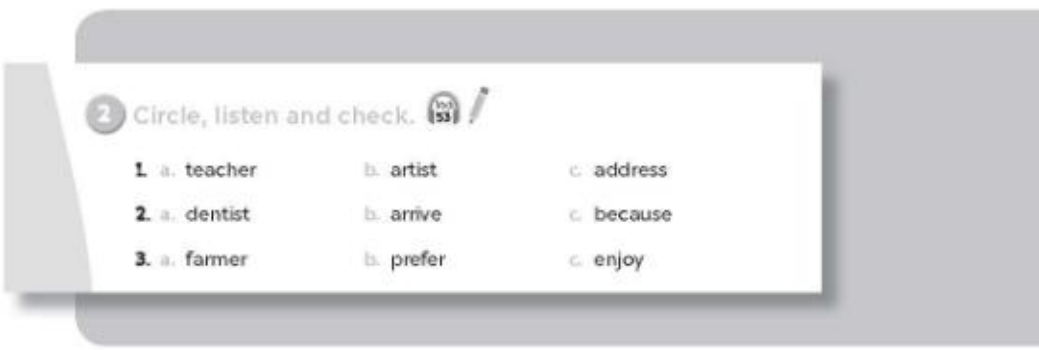
Step 2: Get pupils to point at the sentence *My mother's a 'teacher.*, listen to the recording and repeat it several times. Then get a few pupils to listen and repeat the sentence in front of the class.

Step 3: Repeat the same procedure with the word *'dentist*, and the sentence *My father's a 'dentist.*

Step 4: Give pupils a time limit to practise pronouncing the words and reading the sentences in pairs or groups.

Outcome: Pupils can correctly pronounce the two-syllable words *'teacher* and *'dentist* with the stress on the first syllable, in isolation and in the sentences *My mother's a 'teacher.* and *My father's a 'dentist.*

2. Circle, listen and check.



Goal: To identify the stress in some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. 'teacher **b.** 'artist **c.** ad'dress
2. a. 'dentist **b.** ar'rive **c.** be'cause
3. a. 'farmer **b.** pre'fer **c.** en'joy

Procedure: **Step 1:** Have pupils read the three words in each line. Explain that they have to find the word with a different stress pattern from the other two, and circle it. They should do this before listening.

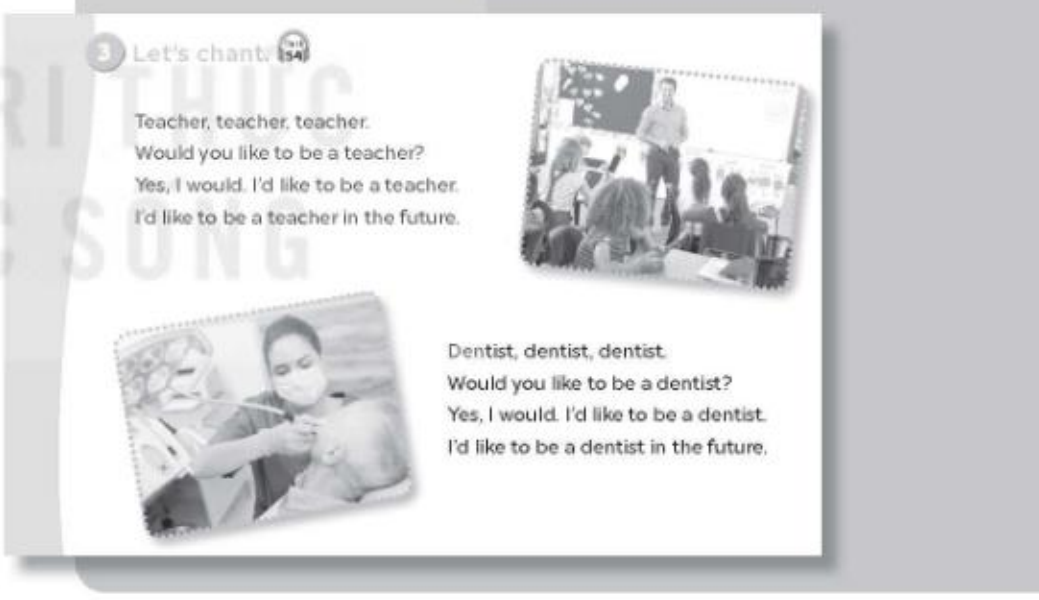
Step 2: Play the recording and have pupils listen and check their answers. Then get pupils to check their answers in pairs or groups.

Step 3: Invite a few pupils to read the three circled words in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the words *teacher* and *future*, which are both target vocabulary and both demonstrate first-syllable stress in a two-syllable word.

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

Step 3: Play the recording of the whole first verse again for pupils to repeat in chorus and individually. Give corrections and feedback where necessary.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils' attention to the words *dentist* and *future*, which both demonstrate the target word stress of this unit.

Extension: Replace the jobs in the chant with other two-syllable jobs which have the stress on the first syllable, e.g. *doctor, farmer, driver* and *pilot*. Have pupils practise the new chant.

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

LESSON 3 (Period 6)

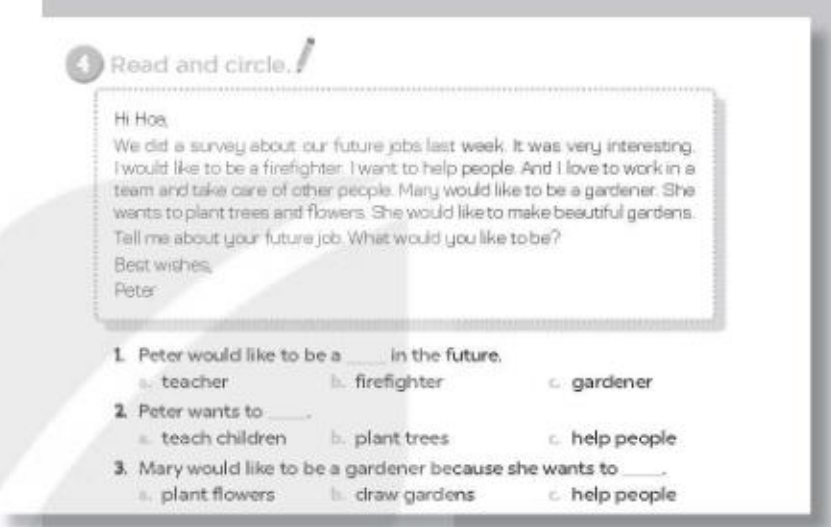
Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant in Lesson 3, Activity 3.
- Ask pupils to open their books at page 39 and look at Unit 5, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read an email and complete three gapped sentences about future jobs.

Input: An email about future jobs and three incomplete sentences, each with three answer options


4 Read and circle.

Hi Hoa,
We did a survey about our future jobs last week. It was very interesting. I would like to be a firefighter. I want to help people. And I love to work in a team and take care of other people. Mary would like to be a gardener. She wants to plant trees and flowers. She would like to make beautiful gardens. Tell me about your future job. What would you like to be?
Best wishes,
Peter

1. Peter would like to be a ____ in the future.
   a. teacher b. firefighter c. gardener
2. Peter wants to ____.
   a. teach children b. plant trees c. help people
3. Mary would like to be a gardener because she wants to ____.
   a. plant flowers b. draw gardens c. help people

Procedure: **Step 1:** Set a time limit and ask pupils to read through the email to get a general idea of it. For less advanced classes, ask pupils who the writer of the email is (*Peter*). Say that the word *I* must therefore refer to Peter.

Step 2: Ask pupils to read Sentence **1**. Encourage them to underline any keywords that might help them find the correct answer *(Peter, like, future)*. Tell them to read the email again to choose the correct answer. Follow the same procedure with Sentences **2** and **3**. Let pupils do the activity independently, then check the answers in pairs. Go around the classroom and offer help if necessary.

Step 3: Ask a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary.

Extension: Ask pupils to underline in the email the key information about Peter and Mary, e.g. *firefighter, help people, work in a team, take care of other people, gardener, plant trees, flowers, beautiful gardens*. Have pupils work in pairs and use the keywords to talk about them.

Outcome: Pupils can read an email and complete three gapped sentences about future jobs.

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

5. Let's write.

Goal: To complete a gapped letter about future jobs.

Input: Two questions and a letter with gaps for pupils to fill in


5 Let's write.

Write about future jobs. (about 30 words)

- What would you like to be in the future? Why?
- What would your brother / sister like to be in the future? Why?

Hi Peter,
In the future, I would like to be a ____.
_____.
Bye!

Procedure: **Step 1:** Ask pupils to think about the jobs that they would like to do in the future.

Step 2: Ask pupils to read the questions and use them to complete the letter. Tell pupils that they should write about 30 words.

Step 3: Give pupils enough time to complete the letter. Let pupils work in pairs or groups to check each other's work. Go around the classroom and give support if necessary.

Step 4: Have some pupils read their completed letters aloud. Give corrections and feedback where necessary.

Outcome: Pupils can complete a gapped letter about future jobs.

Suggested answer:

Hi Peter,

In the future, I would like to be a gardener. I want to plant a lot of trees and flowers. My brother Minh would like to be a reporter. He loves travelling and meeting people.

Bye!

Nam

6. Project

Goal: To present a report about a survey on the jobs that their classmates would like to do in the future.



Input: A picture of a pupil presenting his survey results

Procedure: **Step 1:** Point at the sample survey and explain that pupils are going to report the results of their surveys about their classmates' future jobs and the reasons why they would like to do the jobs.

Step 2: Revise some words and sentence patterns that pupils may use for their presentations. Give pupils some time to practise their presentations by themselves and within their groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can present a report about a survey on the jobs that their classmates would like to do in the future.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Here are the results of my survey. Long would like to be a doctor because he'd like to help people. Linda would like to be a gardener. She loves planting trees and flowers. And Minh dreams of being a pilot. He'd like to travel around the world.

REVIEW 1

Objectives

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

- correctly use the following sentence patterns:
  - *Can you tell me about yourself? – I'm in _____. I live in the _____.*
  - *What's your favourite _____? – It's _____.*
  - *Do you live in this / that _____? – Yes, I do. / No, I don't.*
  - *What's your address? – It's _____.*
  - *What nationality is he / she? – He's / She's _____.*
  - *What's he / she like? – He's / She's _____.*
  - *What do you like doing in your free time? – I like _____.*
  - *What do you do at the weekend? – I _____.*
  - *What would you like to be in the future? – I'd like to be a _____.*
  - *Why would you like to be a _____? – Because I'd like to _____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and spend a few minutes revising Unit 1 by having pupils sing the song *All about me!* on page 11 and say the chant on page 14.
- Ask pupils to open their books at page 40 and look at Review 1.

1. Listen and circle a, b or c.

Goal: To listen to five questions and circle the correct answers.

Input: Five sets of answers, each with three answer options

Audio script:

1. What's your favourite animal?

2. Do you live in this building?


1 Listen and circle a, b or c. Track 55

1. a. I have a dolphin. b. It's a dolphin. c. I can see a dolphin.
2. a. Yes, I can. b. Yes, I do. c. Yes, I am.
3. a. I'd like to write stories for children.
   b. I'm a writer.
   c. I'd like to be a writer.
4. a. He's in the computer room.
   b. He likes playing football.
   c. He's active.
5. a. I like watering flowers.
   b. I'm watering flowers.
   c. I like flowers.

3. What would you like to be in the future?

4. What's your friend like?

5. What do you like doing in your free time?

Procedure: **Step 1:** Draw pupils' attention to the first set of answers. Have them read the answer options. Check comprehension.

Step 2: Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 3: Repeat **Steps 1** and **2** for the rest of the questions.

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

Step 5: Play the recording for pupils to double-check their answers. Have pupils repeat the questions in the recording and answer with their choice of *a, b* or *c*, for example, *What's your favourite animal? – It's a dolphin.*

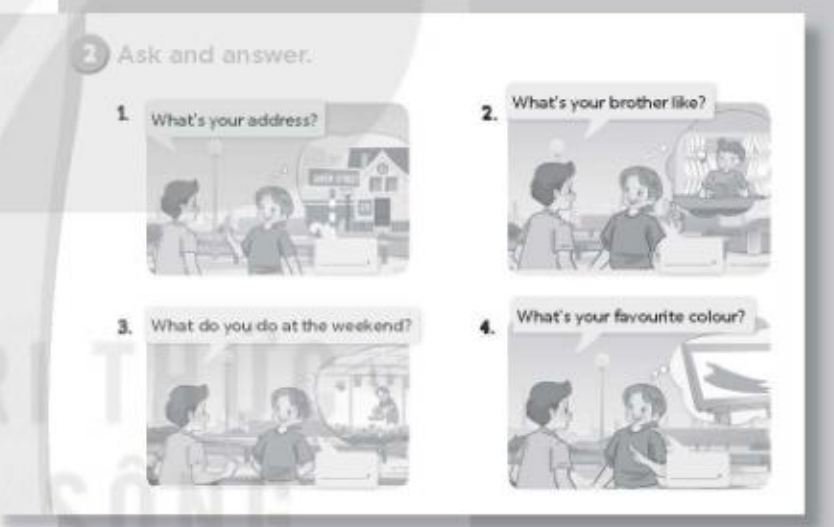
Outcome: Pupils can circle the correct answers.

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

2. Ask and answer.

Goal: To ask and answer questions using picture cues.

Input: Four picture cues and four questions



Procedure: **Step 1:** Draw pupils' attention to the first picture. Get them to look at the thought bubble to identify the place shown in it. Check pupils' comprehension.

Step 2: Draw pupils' attention to Question **1**. Have pupils look at Lucy's thought bubble to answer the question.

Step 3: Repeat **Steps 1** and **2** with the rest of the questions.

Step 4: Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

Extension: Have pupils work in pairs to role-play the target exchanges using their own information.

Outcome: Pupils can ask and answer questions using picture cues.

Key: **1.** It's 25 Queen Street. **2.** He's clever.

3. I water the flowers. **4.** It's pink. / I like pink.

Period 2

Warm-up

- Greet the class and spend a few minutes revising Units 1 to 5 by having pupils play a game (e.g. *Whispering, Guessing game, Tic-tac-toe*) using language learnt in these units.
- Ask pupils to open their books at page 41 and look at Review 1, Activity 3.

3. Read and match.


3 Read and match.

1. Can you tell me about yourself?	a. No, I don't.
2. Do you live in this tower?	b. He's Malaysian.
3. Why would you like to be a reporter?	c. I like going for a walk.
4. What do you like doing in your free time?	d. I'm Andy. I'm in Grade 5.
5. What nationality is he?	e. Because I'd like to report the news.

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

Input: Five pairs of sentence patterns, which together form simple exchanges

Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them how to do the activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with the reply **d**.

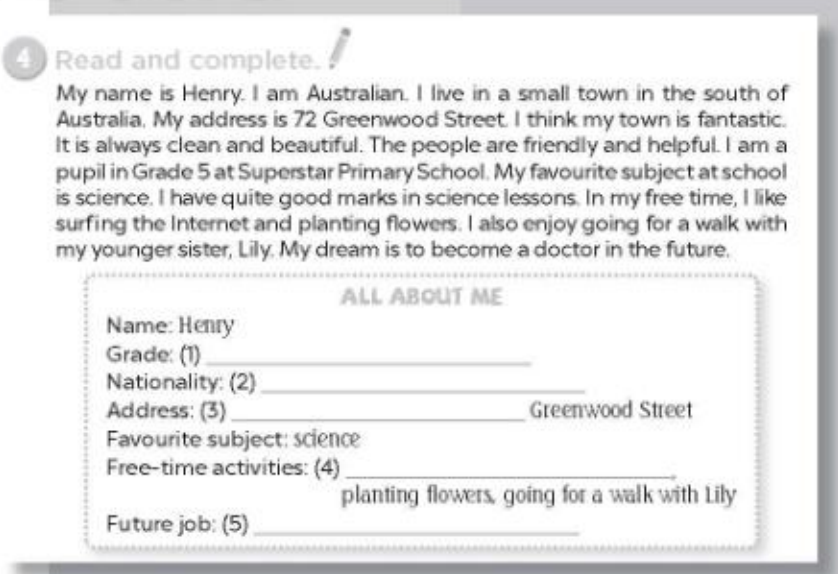
Step 2: Give pupils time to do the task. Go around the classroom to offer support.

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

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

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

4. Read and complete.


4 Read and complete.

My name is Henry. I am Australian. I live in a small town in the south of Australia. My address is 72 Greenwood Street. I think my town is fantastic. It is always clean and beautiful. The people are friendly and helpful. I am a pupil in Grade 5 at Superstar Primary School. My favourite subject at school is science. I have quite good marks in science lessons. In my free time, I like surfing the Internet and planting flowers. I also enjoy going for a walk with my younger sister, Lily. My dream is to become a doctor in the future.

ALL ABOUT ME

Name: Henry
Grade: (1) _____
Nationality: (2) _____
Address: (3) _____ Greenwood Street
Favourite subject: science
Free-time activities: (4) _____
planting flowers, going for a walk with Lily
Future job: (5) _____

Goal: To read a passage about a boy named Henry and complete some notes.

Input: – A passage about Henry

– Some gapped notes

Procedure: **Step 1:** Have pupils read the passage about Henry. Check comprehension.

Step 2: Have pupils look at the gapped notes. Draw attention to the gaps. Point at the line containing the first gap and read it as a class. Elicit the missing word and ask pupils to indicate where they found the answer in the main text. Ask pupils to complete the gap.

Step 3: Repeat **Step 2** with the rest of the gaps. Go around the classroom to offer support where necessary.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Have pupils read the words / sentences in the reading passage that help them find the information needed to fill in the gaps. For example, pupils should read the sentence *I am a pupil in Grade 5 at Superstar Primary School*. and write *5* in the first gap.

Extension: Invite some pupils to stand up, look at the completed notes and say four to six sentences about Henry.

Outcome: Pupils can read a passage and complete the gapped notes.

Key: 1. 5 **2.** Australian **3.** 72 **4.** surfing the Internet **5.** doctor

5. Let's write.



Goal: To write a passage of about 30 words about personal information using writing prompts.

Input: – Four writing prompts

– A short gapped passage with target sentences to complete

Procedure: **Step 1:** Tell the class the goal of this activity: to read the writing prompts and complete the gapped passage. Tell pupils that they should write about themselves using about 30 words. Check comprehension.

Step 2: Write the first gapped sentence on the board (*My name is* _____.). Read the sentence as a class. When you reach the gap, elicit the necessary information (a pupil's name) and ask pupils to write it down to complete the sentence.

Step 3: Repeat **Step 2** for the second sentence (their address). Then ask pupils to read the rest of the writing prompts and write the answers to complete the passage. Encourage them to write about 30 words.

Step 4: If time allows, invite a few pupils to read their passages aloud in front of the class. Praise them if they perform well.

Outcome: Pupils can write a passage of about 30 words about personal information using writing prompts.

Suggested answer:

My name is Binh. My address is 12 Hoa Mai Street. I like surfing the Internet. I would like to be a writer because I want to write interesting stories.

EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class and spend a few minutes revising Unit 5 by having pupils sing the song *What would you like to be in the future?* on page 35 and say the chant on page 38.
- Ask pupils to open their books at page 42 and look at Extension activities, Activity 1.

1. Choose and write the correct words on the lines.

Goal: To read six descriptions of jobs and match them to the jobs and places of work.

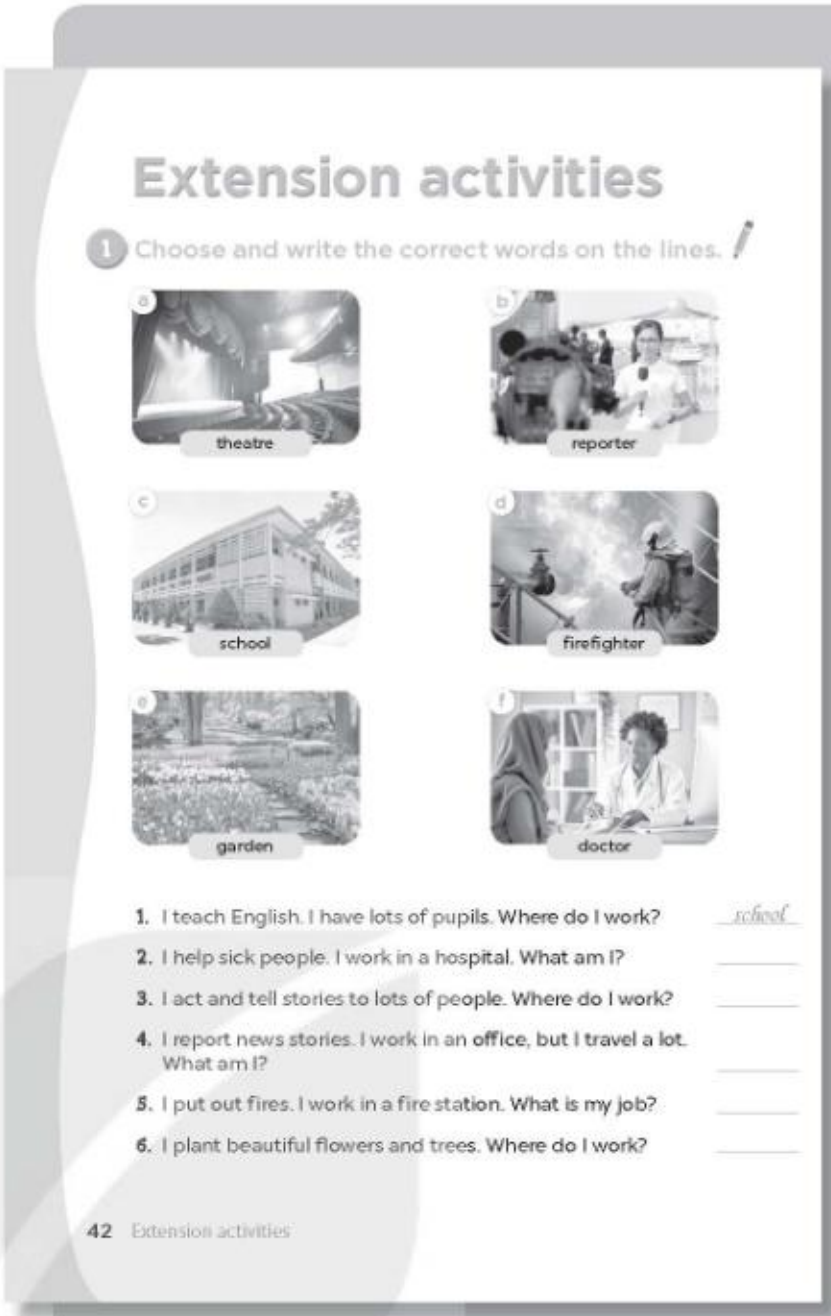
Input: – Three pictures of places of work and three pictures of people doing jobs

– Six sentences describing jobs

Procedure: **Step 1:** Tell pupils the goal of the activity: They need to match the sentences describing jobs with the correct photos.

Step 2: Have six pupils each read one of the sentences aloud. Correct their pronunciation as necessary. Ask pupils to guess what the jobs being described are.

Step 3: Draw pupils' attention to Picture **a**. Ask questions to elicit what pupils can see, e.g. *What is this place? What are these? Who works here?* Have a pupil read the word under the picture aloud (*theatre*). Do the same with Pictures **b–f**.


Extension activities

1 Choose and write the correct words on the lines.

a theatre

b reporter

c school

d firefighter

e garden

f doctor

1. I teach English. I have lots of pupils. Where do I work? school
2. I help sick people. I work in a hospital. What am I? _____
3. I act and tell stories to lots of people. Where do I work? _____
4. I report news stories. I work in an office, but I travel a lot. What am I? _____
5. I put out fires. I work in a fire station. What is my job? _____
6. I plant beautiful flowers and trees. Where do I work? _____

42 Extension activities

Step 4: Have pupils work independently to read Sentences 1–6 again and choose the picture that matches each one.

Step 5: 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 six descriptions of jobs and match them to the jobs and places of work.

Key: 1. school **2.** doctor **3.** theatre **4.** reporter **5.** firefighter **6.** garden

2. Complete the table about jobs.

Goal: To complete a table about jobs, workplaces and job activities.

Input: An incomplete table with the headings *Jobs, Working places* and *Activities*, and six rows

Procedure: **Step 1:** Tell pupils the goal of the activity: They need to use their knowledge of jobs or information in Activity 1 to complete the table.

2 Complete the table about jobs.

Jobs	Working places	Activities
teacher	school	teach children
actor	(1) _____	(2) _____
(3) _____	(4) _____	put out fires
(5) _____	garden	(6) _____
reporter	(7) _____	(8) _____
(9) _____	hospital	(10) _____

Step 2: Write the table headings *Jobs, Working places* and *Activities* on the board. Point to each heading in turn and have pupils give examples that fit the categories, e.g. *doctor, gardener; hospital, garden; help people, water the flowers.*

Step 3: Have a pupil read the first row of the table aloud: *teacher, school, teach children.* Complete the second row with the class as an example. Point to *actor* and ask, *Where does an actor work?* (*a theatre*). Then ask, *What does an actor do?* (e.g. *act and tell stories*). Write these answers on the board.

Step 4: Have pupils work independently to complete the rest of the table.

Step 5: Get pupils to check their answers in pairs, then check as a class. Write the correct answers on the board, accepting any reasonable answers about working places and activities.

Outcome: Pupils can complete a table about jobs, workplaces and job activities.

Key: **1.** theatre **2.** act / tell stories / act and tell stories **3.** firefighter
4. fire station **5.** gardener **6.** plant / water the flowers / trees / plants
7. office **8.** report the news **9.** doctor **10.** help sick people

3. Work in groups. Talk about what you want to be in the future. Say why.

Goal: To talk about future jobs and give reasons for wanting these jobs.

Input: – A picture of four pupils sitting at a table and talking

– Speech bubbles:

I'd like to be a teacher because ____.

I want to be ____ because ____.



Procedure: **Step 1:** Tell pupils the goal of the activity: They need to have a conversation about the jobs they want to have in the future and say why they want these jobs.

Step 2: Draw pupils' attention to the picture and have them describe what they can see. Have pupils read the sentences in the speech bubbles aloud. Have pupils name as many jobs as they can and write them on the board.

Step 3: Revise the questions and answers *What would you like to be in the future? – I'd like to be a ____.* and *Why would you like to be a ____? – Because I'd like to ____.* Write them on the board and invite four pupils to stand up and ask and answer the questions.

Step 4: Put pupils into groups of four. Let them work together to take part in their conversations. Monitor and support pupils as necessary.

Step 5: Have a few groups of pupils come to the front of the class and repeat their conversations.

Outcome: Pupils can talk about future jobs and give reasons for wanting these jobs.

Suggested answers:

What would you like to be in the future? – I'd like to be a(n) actor / dentist / driver / farmer / firefighter / gardener / reporter / teacher / writer.

Why would you like to be an actor? – Because I'd like to act in a theatre.

Why would you like to be a firefighter? – Because I'd like to help people.

Why would you like to be a gardener? – Because I'd like to make beautiful gardens.

Why would you like to be a writer? – Because I'd like to write stories.

UNIT 6 – OUR SCHOOL ROOMS

Objectives

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

- correctly pronounce the two-syllable words *up'stairs* and *down'stairs* with the stress on the second syllable, in isolation and in the sentences *He's going up'stairs.* and *She's running down'stairs.*;
- use the phrases *first floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs* in relation to the topic "Our school rooms";
- use *Where's the ____? – It's on the ____.* to ask and answer questions about the location of a room in a school;
- use *Could you tell me the way to the computer room, please? – ____.* to ask for and give directions in a school;
- listen to and demonstrate understanding of communicative contexts in relation to the topic "Our school rooms";
- read and write about school rooms and directions in a school;
- make posters about their favourite schools, then present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Have some pupils say the chant on page 38. Praise them and get the class to cheer or clap if they do a good job.
- Ask pupils to open their books at page 44 and look at Unit 6, Lesson 1, Activity 1. Write the title *Our school rooms* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: In the school playground, a foreign boy asking Mai to show him around the school

Boy: *Good morning. Could you show us around your school?*

Mai: *Yes, of course. Let's go!*

– Context **b**: The boy and Mai talking about the location of the library

Boy: *Where's the library?*

Mai: *It's on the second floor.*

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

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

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

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

Step 5: Draw pupils' attention to the question *Where's the library?* and the answer *It's on the second floor.* Tell pupils that they are used to ask and answer questions about the location of a room in a school.

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

2. Listen, point and say.



Goal: To correctly say the phrases and use *Where's the ____? – It's on the ____.* to ask and answer questions about the location of rooms in a school.

Input: – Picture and word cues:

a school building which includes:

- an art room on the ground floor, and the phrases *art room*, *ground floor*
- a library on the first floor, and the word *library* and phrase *first floor*
- a computer room on the second floor, and the phrases *computer room*, *second floor*
- a music room on the third floor, and the phrases *music room*, *third floor*

– Speech bubbles: *Where's the ____? – It's on the ____.*

Audio script:

art room – ground floor

computer room – second floor

library – first floor

music room – third floor

A: Where's the art room?

B: It's on the ground floor.

A: Where's the library?

B: It's on the first floor.

A: Where's the computer room?

B: It's on the second floor.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A: Where's the music room?

B: It's on the third floor.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the locations of the rooms.

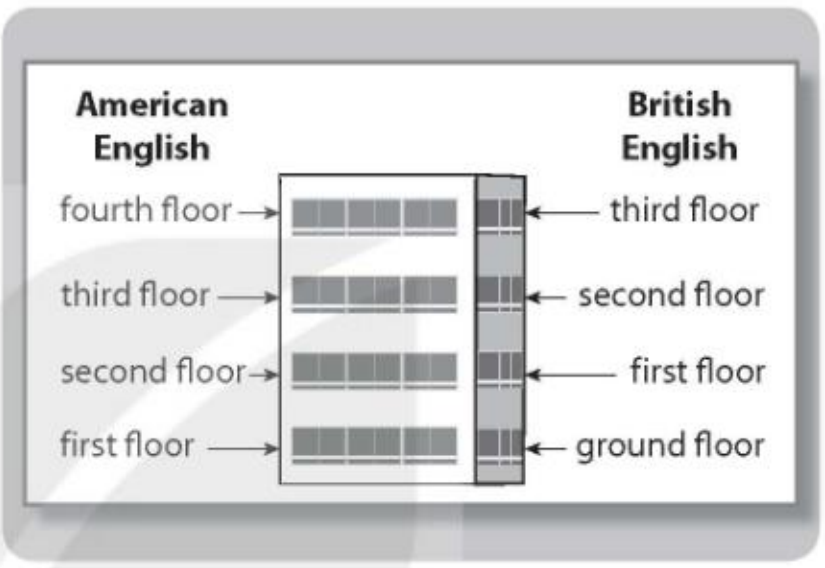
Step 2: Have pupils point at the art room on the ground floor, listen to the first part of the recording and repeat the phrases (*art room – ground floor*). Repeat the same procedure with the other three rooms. Have pupils repeat the phrases a few times. Check comprehension.

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*Where's the art room?*). Point at the art room on the ground floor and have pupils listen and repeat the answer after the recording (*It's on the ground floor.*). Repeat the same procedure with the other three rooms.

Step 4: Have pupils work in pairs to practise asking and answering the question *Where's the ____? – It's on the ____.* using the speech bubbles and rooms in the pictures.

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

Note: In British and American English, we name floors differently. Look at the picture on the right to see the difference.



Outcome: Pupils can correctly say the phrases and use *Where's the ____? – It's on the ____.* to ask and answer questions about the location of rooms in a school.

3. Let's talk.

Goal: To use *Where's the ____? – It's on the ____.* in a freer context.

Input: – Picture cue: four rooms (computer room, art room, music room and library) located on different floors of a school building



– Speech bubbles:

Where's the ____? – ____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them look at the picture and identify the location of each room. Pupils can look back to Activity **2** if they need reminding of any of the vocabulary.

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

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

Extension: For more able classes, have pupils work in pairs to ask and answer about the locations of their school rooms.

Outcome: Pupils can use *Where's the ____? – It's on the ____.* in a freer context.

Suggested answers:

- *A:* Where's the art room?
  B: It's on the second floor.
- *A:* Where's the music room?
  B: It's on the third floor.
- *A:* Where's the computer room?
  B: It's on the first floor.
- *A:* Where's the library?
  B: It's on the ground floor.

Preparation for the project: Tell pupils about the project on page 49. Ask them to prepare for it at home by drawing a picture of their favourite school or their dream school in the future. Tell them to bring the pictures to class to present them at Project time.

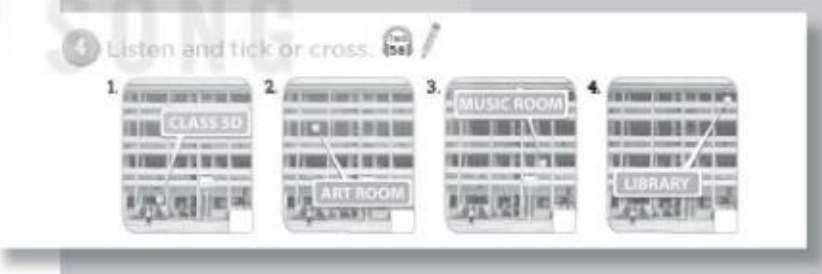
LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about the location of a room in a school, using the target language in Activities 2 and 3.
- Get pupils to open their books at page 45 and look at Unit 6, Lesson 1, Activity 4.

4. Listen and tick or cross.

Goal: To listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school, and tick or cross the correct pictures.



Input: Picture cues:

1. Class 5D on the ground floor

2. an art room on the second floor

3. a music room on the first floor

4. a library on the third floor

Audio script:

1. *A:* Where's Class 5D?
B: It's on the ground floor.

2. *A:* Where's the art room in your school?
B: The art room? It's on the first floor.

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3. *A:* There's a big music room in our school.

B: Where is it?

A: It's over there, on the second floor.

4. *A:* What do you do at break time?

B: I read books in the library.

A: Where is it?

B: It's on the third floor.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the location of the room in each picture (Picture **1**: class 5D on the second floor, Picture **2**: art room on the second floor, Picture **3**: music room on the first floor, Picture **4**: library on the third floor). Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. If necessary, play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** for Exchange **2**, **3**, and **4**.

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

Step 4: Swap books back. Play the recording again for pupils to double-check their answers. Have pupils repeat the information in the recording to explain their answer, for example, *Class 5D is on the ground floor*, so they should tick the box in the right corner of Picture **1**.

Extension: Play the recording, pausing after each question and have pupils recall the answer. Check if they can give the correct answer. Correct their pronunciation where necessary.

Outcome: Pupils can understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school, and tick or cross the correct pictures according to what they hear.

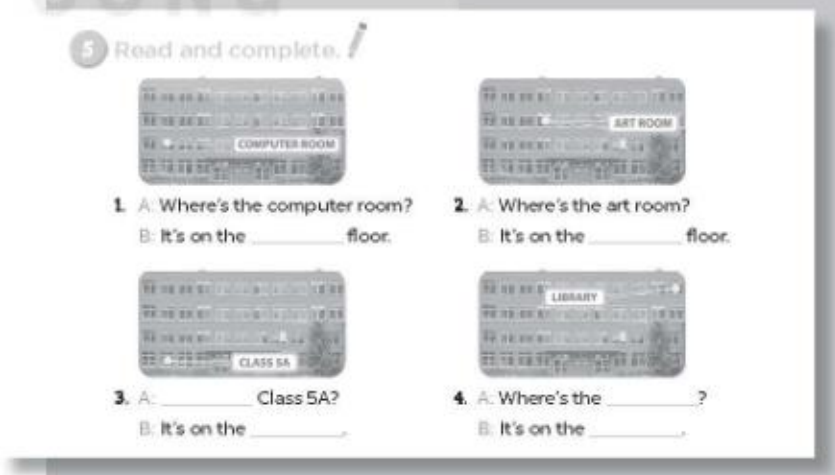
Key: 1. ✓ **2.** × **3.** × **4.** ✓

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the location of the room in each picture.

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

Step 3: Do Exchange **1** with the class as an example. Have pupils look at the exchange. Ask them what is missing in the answer. Then have them look at the picture and identify the necessary information (*first*). Ask them to fill the gap (*It's on the <u>first</u> floor.*).

Step 4: Have pupils complete the rest of the exchanges independently. Get pupils to swap books with a partner and check their answers before checking as a class.

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

Key: 1. first **2.** second **3.** Where's; ground floor **4.** library; third floor

6. Let's sing.



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

Input: The lyrics and recording of the song *Where are the rooms in our school?*

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. Introduce actions for pupils to do while they sing along with the recording.

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

Step 5: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and spend a few minutes revising Lesson 1 by calling on a few pairs of pupils to act out the dialogue in Activity 1. Have pupils sing the song *Where are the rooms in our school?*
- Ask pupils to open their books at page 46 and look at Unit 6, Lesson 2, Activity 1.
- Explain that in this lesson they will learn to ask for and give directions in a school.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions in a school.

Input: – Context **a**: In the school corridor, Mr Long meets Ben, who is looking for the computer room.

Mr Long: *What are you looking for, Bill?*

Bill: *I'm looking for the computer room.*

– Context **b**: Ben asks Mr Long for the directions to the computer room and Mr Long answers his question.

Bill: *Could you tell me the way to the computer room, please?*

Mr Long: *Go upstairs. It's on the first floor.*

Bill: *Thank you, 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. Play the recording again, sentence by sentence, for pupils to listen and repeat.

Step 3: Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

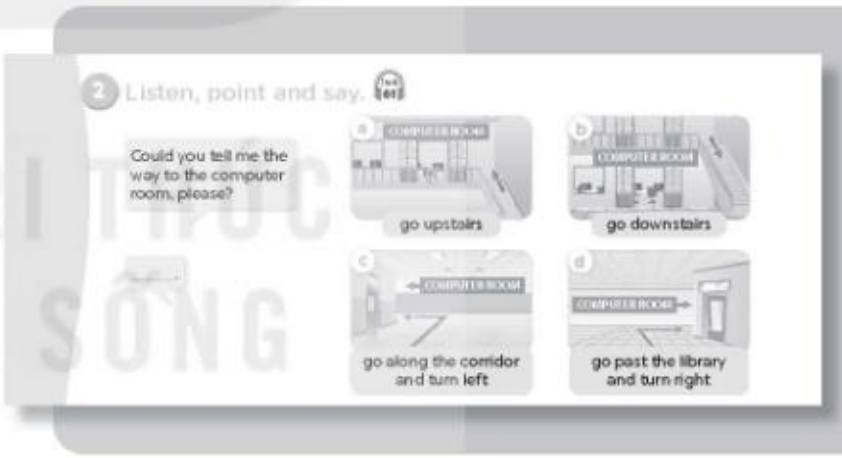
Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *Could you tell me the way to the computer room, please*? and the answer *Go upstairs. It's on the first floor.* Tell pupils that they are used to ask for and give directions in a school.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions in a school.

2. Listen, point and say.

Goal: To correctly say the phrases and use *Could you tell me the way to the computer room, please? – ____.* to ask for and give directions in a school.



Input: – Picture and word cues:

a. an arrow showing the direction of going upstairs to the computer room, and the phrase *go upstairs*

b. an arrow showing the direction of going downstairs to the computer room, and the phrase *go downstairs*

c. an arrow showing the direction of going along the corridor and turning left to reach the computer room, and the phrase *go along the corridor and turn left*

d. an arrow showing the direction of going past the library and turning right to reach the computer room, and the phrase *go past the library and turn right*

– Speech bubbles:

Could you tell me the way to the computer room, please? – ____.

Audio script:

a. go upstairs **b.** go downstairs

c. go along the corridor and turn left **d.** go past the library and turn right

a. *A:* Could you tell me the way to the computer room, please?

B: Go upstairs.

b. *A:* Could you tell me the way to the computer room, please?

B: Go downstairs.

c. *A:* Could you tell me the way to the computer room, please?

B: Go along the corridor and turn left.

d. *A:* Could you tell me the way to the computer room, please?

B: Go past the library and turn right.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the directions to the rooms in the pictures. Have the class repeat the phrases a few times. Ask questions to check their comprehension.

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

Step 3: Point at the bubbles and have pupils listen and repeat after the first exchange in the recording (*Could you tell me the way to the computer room, please? – Go upstairs.*). Draw pupils' attention to the arrow showing the direction of going upstairs. Point at Picture **a** and have pupils listen and repeat the sentences again until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *Could you tell me the way to the computer room, please? – ____.* using the speech bubbles and Pictures **a**, **b**, **c** and **d**.

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

Outcome: Pupils can correctly say the phrases and use *Could you tell me the way to the computer room, please? – ____.* to ask for and give directions in a school.

3. Let's talk.

Goal: To use *Where's ____? – It's on the ____.* and *Could you tell me the way to ____, please? – ____.* in a freer context.



Input: – Picture cue: a school building with an art room, a computer room, Class 5A, a music room, and a library in it

– Speech bubbles:

Where's ____? – ____.

Could you tell me the way to ____, please? – ____.

Procedure: **Step 1:** Ask pupils to look at the picture, point to the locations of each of the school rooms and explain how to get there.

Step 2: Tell pupils that they are going to ask and answer about the locations of and the directions to each of the rooms in the picture using *Where's ____?* – *____*. and *Could you tell me the way to ____, please?* – *____*. Point out to pupils the red star and the sentence *You are here.* in the centre of the picture.

Step 3: Give pupils time to work in pairs and take turns asking and answering questions about the locations and directions of the rooms using the picture cue and phrases learnt in both Lessons 1 and 2.

Step 4: Invite a few pairs to come to the front of the classroom and act out the exchanges. Praise them if they perform well.

Extension: Have pupils ask for and give directions to go to their own school rooms, using the structure and vocabulary learnt.

Outcome: Pupils can use *Where's ____? – It's on the ____*. and *Could you tell me the way to ____, please?* – *____*. in a freer context.

Suggested answers:

– *A:* Where's the library?
B: It's on the ground floor.
A: Could you tell me the way to the library, please?
B: Go downstairs. It's on your left.

– *A:* Where's the computer room?
B: It's on the first floor.
A: Could you tell me the way to the computer room, please?
B: Go along the corridor and turn left.

– *A:* Where's the music room?
B: It's on the first floor.
A: Could you tell me the way to the music room, please?
B: Go past Class 5A and turn right.

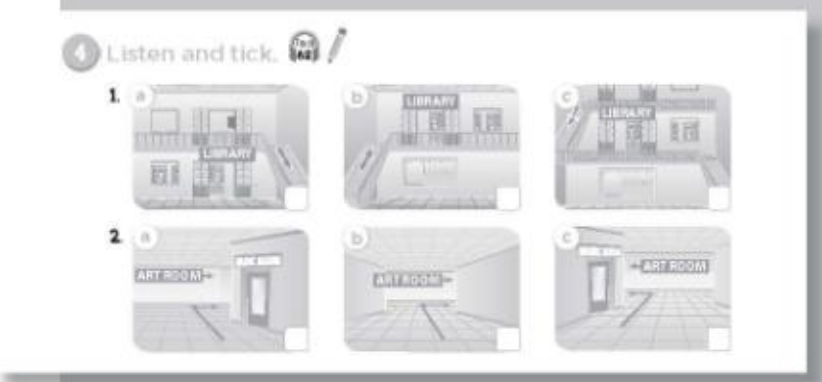
– *A:* Where's the art room?
B: It's on the second floor.
A: Could you tell me the way to the art room, please?
B: Go upstairs. It's on your left.

LESSON 2 (Period 4)

Warm-up

– Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask for and give directions to rooms in their school.
– Ask pupils to open their books at page 47 and look at Unit 6, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which people ask for and give directions at school, and tick the correct pictures.

Input: Picture cues:

1a. a library on the ground floor, an arrow showing the direction of going downstairs

1b. a library on the first floor, an arrow showing the direction of going upstairs

1c. a library on the first floor, an arrow showing the direction of going downstairs

2a. an arrow showing the direction of going along the corridor, past the music room and turning right to reach the art room

2b. an arrow showing the direction of going along the corridor and turning right to reach the art room

2c. an arrow showing the direction of going along the corridor, past the music room and turning left to reach the art room

Audio script:

1. *A:* Hi, I'm Lan. I'm a new pupil. Could you tell me the way to the library, please?

B: Sure. Go downstairs. It's on the first floor.

A: Thank you.

2. *A:* What are you looking for, Linh?

B: I'm looking for the art room. Could you tell me the way there, please?

A: Go past the music room and turn right.

B: Thank you very much.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c** and in particular to the three arrows showing the directions to the art room. Identify them as a class.

Step 2: Play the recording of the first exchange for pupils to listen. Play it again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 3: Repeat **Steps 1** and **2** for Exchange **2**.

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

Step 5: Play the whole recording again for pupils to double-check their answers. Have pupils repeat the information in the recording to explain their answers, e.g. *Go downstairs. It's on the first floor.*

Extension: Read the exchanges aloud to pupils, but change one detail in each exchange. Ask them to write down the information that has been changed. For example, in Exchange **1**: *Could you tell me the way to the music room, please? Sure. Go downstairs. It's on the first floor. Thank you.* (The part that's new is *music room*.)

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask for and give directions in a school, and tick the correct pictures.

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

5. Read and complete.



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

Input: – Two picture cues about directions to school rooms

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to identify the directions to the rooms in the pictures.

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

Step 3: Do Exchange **1** with the class as an example. Have pupils look at the exchange. Ask them what is missing in the first gap. Then have them complete the gap (*Could you tell me the <u>way</u> to the library, please?*). Repeat the same procedure with the other gap in the exchange.

Step 4: Have pupils complete the three gaps in the second exchange independently. Get pupils to swap books with a partner and check their answers before checking as a class.

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

Key: 1. way; past **2.** Could; along; right

6. Let's play.



Goal: To revise the target vocabulary items and structures by playing *Memory game*.

Input: A picture showing how to play the game:

– a map of school rooms on the board, with the names of the rooms covered by cards

– a girl opening a card to show the word *LIBRARY* on the board

– a teacher standing near the board asking: *Could you tell me the way to the library, please?*

– a boy answering: *Go downstairs and turn left.*

Procedure: **Step 1:** Tell pupils that they are going to play *Memory game* using the language learnt in Lessons **1** and **2**.

Step 2: Draw a map with school rooms on the board. Divide the class into two teams. Use the illustration as an example to demonstrate how to play the game. Have pupils look at the school rooms on the map for 20 seconds, then cover the room names with paper / cards. Tell the teams to listen to your question (e.g. *Could you tell me the way to the library, please?*), then ask one pupil in a team to give you directions while another pupil in the same team follows the directions and opens the right card to find the room. If he / she finds the right room by following the directions, the team gets one point. If he / she doesn't end up at the right room, he / she covers the room name up again and it becomes the other team's turn.

Step 3: The teams take turns to play the game. Set a time limit for pupils to play the game. The team that has the most points at the end of the game wins.

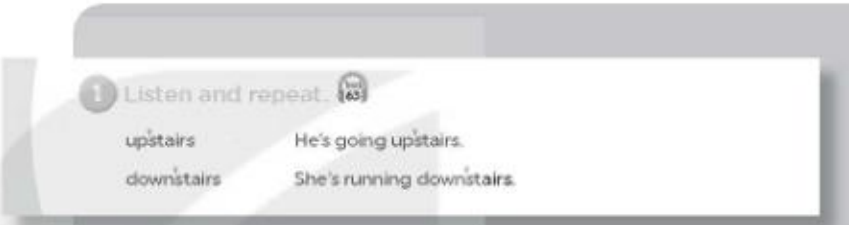
Outcome: Pupils can revise the target vocabulary items and structures by playing *Memory game*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to play *Memory game* using the language learnt.
- Ask pupils to make posters of their favourite schools at home and bring them to class in Period 6.
- Ask pupils to open their books at page 48 and look at Unit 6, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly pronounce the two-syllable words *up'stairs* and *down'stairs* with the stress on the second syllable, in isolation and in the sentences *He's going up'stairs.* and *She's running down'stairs.*

Input: – The word *up'stairs* and the sentence *He's going up'stairs.*

– The word *down'stairs* and the sentence *She's running down'stairs*.

Procedure: **Step 1:** Draw pupils' attention to the word *up'stairs* and the sentence *He's going up'stairs.* Play the recording and encourage them to point to the word and sentence while listening. Remind pupils what word stress is, in Vietnamese if necessary (Word stress is the emphasis that you put on just one syllable in every English word that has more than one syllable, by saying it more loudly). Tell them that we use a stress mark (') to indicate the stressed syllable in a word.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this a few times until pupils feel confident. Correct their pronunciation and word stress where necessary and praise good pronunciation.

Step 3: Repeat **Steps 1** and **2** for the second line.

Step 4: Let pupils work in pairs or groups to say the words *up'stairs* and *down'stairs,* and read the sentences *He's going up'stairs.* and *She's running down'stairs.* 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 pronounce the two-syllable words *up'stairs* and *down'stairs* with the stress on the second syllable, in isolation and in the sentences *He's going up'stairs.* and *She's running down'stairs.*

2. Circle, listen and check.



Goal: To identify the word stress in some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. up'stairs	b. 'active	c. 'loudly
2. a. 'busy	b. 'sunny	c. down'stairs
3. a. 'music	b. a'long	c. 'second

Procedure: **Step 1:** Draw pupils' attention to the three sets of two-syllable words. Explain what they have to do. Check comprehension.

Step 2: Tell pupils to look at the three words in the first line, read them aloud and circle the word that has the stress on the second syllable. Then play the recording for pupils to listen and check their answers.

Step 3: Repeat **Step 2** for the second and third lines.

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

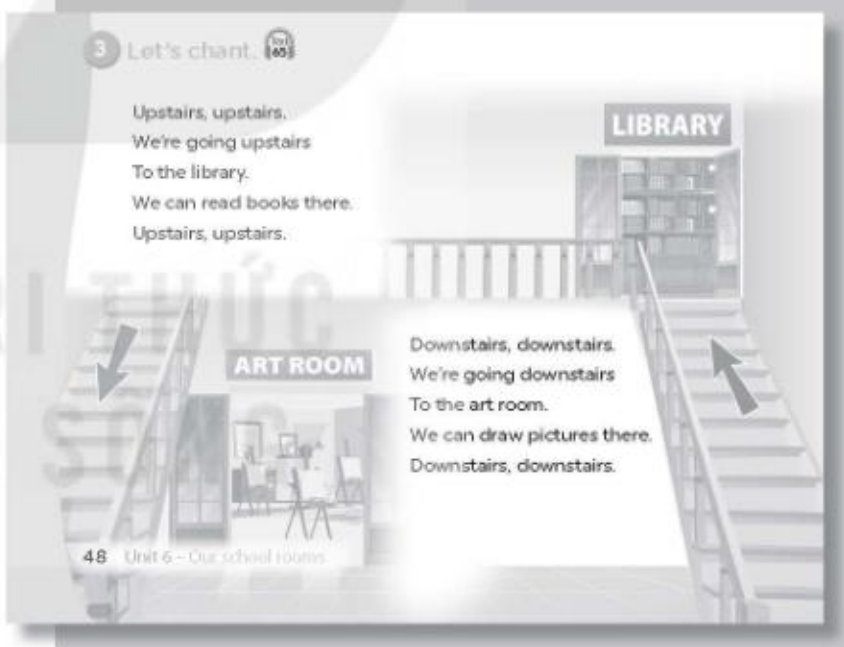
Extension: Invite one or two pupils to stand up, and listen to and repeat the words. For more able classes, have pupils find more two-syllable words with the stress on the second syllable.

Outcome: Pupils can circle the words with the stress on the second syllable.

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

3. Let's chant.

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



Input: The lyrics and recording of the chant

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

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the two-syllable words
with the stress on the second syllable in the chant (*upstairs, downstairs*), and the sentences containing those words.

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

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

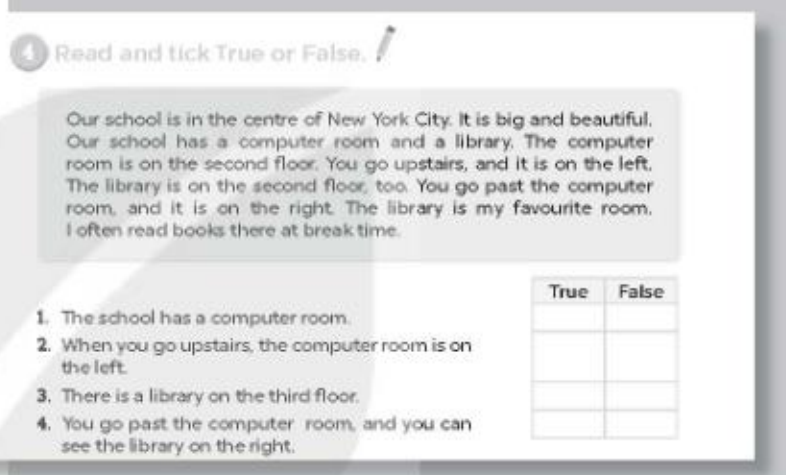
Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant on page 48. Divide the class into groups and have them do actions while saying the chant.
- Ask pupils to open their books at page 49 and look at Unit 6, Lesson 3, Activity 4.

4. Read and tick True or False.


4 Read and tick True or False.

Our school is in the centre of New York City. It is big and beautiful. Our school has a computer room and a library. The computer room is on the second floor. You go upstairs, and it is on the left. The library is on the second floor, too. You go past the computer room, and it is on the right. The library is my favourite room. I often read books there at break time.

	True	False
1. The school has a computer room.		
2. When you go upstairs, the computer room is on the left.		
3. There is a library on the third floor.		
4. You go past the computer room, and you can see the library on the right.		

Goal: To read a text about rooms in a school and show understanding by deciding whether some statements are true or false.

Input: – A text about rooms in a school

– Four statements with True and False boxes

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

Step 2: Draw pupils' attention to the four statements below the text and the four True and False boxes. Have pupils pay attention to the sentences about the rooms in the school (their locations, the directions to the rooms). Give pupils time to tick the correct boxes. Ask where in the text pupils can find the information they need to decide whether the statements are true or false. For example, for Statement 1, explain that pupils need to find the sentence *Our school has a computer room and a library.* in the text, then tick the box True near the statement.

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

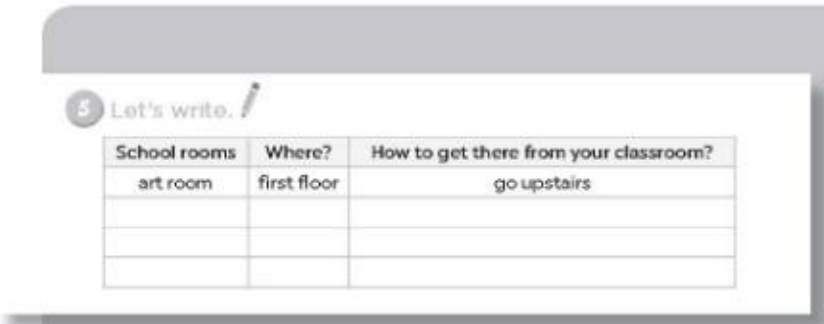
Step 4: If time allows, ask pupils to read aloud the sentences in the reading text that helped them find the correct answers. For example, *You go upstairs, and it is on the left.*

Extension: Have pupils write sentences to compare the location of and directions to the rooms in the reading and the rooms in their own school. For example: *Our computer room is on the ground floor, but their computer room is on the second floor.*

Outcome: Pupils can read a text about rooms in a school and show understanding by deciding whether some statements are true or false.

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

5. Let's write.



Goal: To read and complete the table about rooms in their school.

Input: A gapped table about school rooms

Procedure: **Step 1:** Tell the class the goal of this activity: Pupils are going to read the table and complete it with information about their own school. Check comprehension.

Step 2: Read the headings in the table as a class (*School rooms / Where? / How to get there from your classroom?*). Point to the example in each column and encourage pupils to complete the rest of the gaps.

Step 3: Give pupils time to write. Go around the classroom to offer help if necessary.

Step 4: If time allows, invite a few pupils to read aloud the words / phrases they have written in the table to the class.

Outcome: Pupils can complete the table about rooms in their school.

Suggested answers:

School rooms	Where?	How to get there from your classroom?
art room	*first floor*	*go upstairs*
music room	ground floor	go along the corridor and turn right
library	third floor	go upstairs and turn left
gym	second floor	go downstairs and turn right

6. Project



Goal: To make a picture of a favourite school and present it to the class by using the target language.

Input: A picture of a favourite school

Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show pictures that they have drawn at home and tell the class about their favourite schools.

Step 2: Have pupils work in groups of five. Each pupil shows a picture that he / she has drawn at home and tells the group about his / her favourite school, e.g. *This is my favourite school. It has many rooms in it.* Go around the class and offer help if necessary, e.g. by providing more vocabulary to talk about their favourite rooms.

Step 3: Invite pupils to present their work and talk about their favourite schools in front of the class. Have pupils display their pictures on the wall or the board.

Outcome: Pupils can make a picture of their favourite school and present it to the class using the target language.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

This is a picture of my favourite school. It's a big and beautiful school. The school has many rooms in it. In the picture, you can see a gym, a computer room, a library, an art room, a music room and our classroom – Class 5D. The gym and the computer room are on the ground floor. The library and Class 5D are on the first floor. The art room and the music room are on the second floor. My favourite room is the art room. I often draw pictures with my friends there.

UNIT 7 – OUR FAVOURITE SCHOOL ACTIVITIES

Objectives

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

- correctly pronounce the two-syllable words *'solving* and *'reading* with the stress on the first syllable, in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.;*
- use the words and phrases *do projects, play games, read books, solve maths problems, fun, good for group work, interesting* and *useful*, in relation to the topic "Our favourite school activities";
- use *What school activity does he / she like? – He / She likes* ____. to ask and answer questions about someone's favourite school activity;
- use *Why does he / she like* ____*? – Because he / she thinks it's* ____. to ask and answer questions about the reason why someone likes a school activity;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our favourite school activities";
- read and write about someone's favourite school activity;
- carry out a survey of their classmates' favourite school activities, and report the results to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Invite a few pupils to the front of the class to ask and answer questions about their favourite school and its rooms and give reasons (as in the project on page 49).
- Get pupils to open their books at page 50 and look at Unit 7, Lesson 1, Activity 1. Write the title *Our favourite school activities* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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



Input: – Context **a**: Mai on the phone to Ben, telling him that she's helping her brother solve a maths problem

Ben: *Hi, Mai. What are you doing?*

Mai: *Hello, Ben. I'm helping my brother solve a maths problem.*

– Context **b**: Mai telling Ben about her brother's favourite school activity

Ben: *What school activity does he like?*

Mai: *He likes reading books.*

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

Step 2: Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese, then you repeat their responses in English.

Step 3: Play the recording and encourage pupils to point at the characters while listening. 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 of pupils to listen and repeat Exchanges **a** and **b**.

Step 5: Draw their attention to the question *What school activity does he like?* and the answer *He likes reading books*. Tell pupils that the question and answer are used to talk about someone's favourite school activity.

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

2. Listen, point and say.



Goal: To correctly say the phrases and use *What school activity does he / she like? – He / She likes* ____. to ask and answer questions about someone's favourite school activity.

Input: – Picture and word cues:

a. a boy doing a project with three classmates, and the phrase *do projects*

b. a girl reading a book, and the phrase *read books*

c. a girl playing a game in class with her classmates, and the phrase *play games*

d. a boy solving a maths problem at the board, and the phrase *solve maths problems*

– Speech bubbles: *What school activity does he / she like? – He / She likes* ____.

Audio script:

a. do projects **b.** read books **c.** play games **d.** solve maths problems

a. *A*: What school activity does he like?

B: He likes doing projects.

b. *A*: What school activity does she like?

B: She likes reading books.

c. *A*: What school activity does she like?

B: She likes playing games.

d. *A*: What school activity does he like?

B: He likes solving maths problems.

Procedure:

Step 1: Have pupils look at Pictures **a**, **b**, **c** and **d**, say what they can see in the pictures. Point at each picture and the phrase under it for pupils to say it and the meaning. Compare the verb form in the question: *What school activity does he / she like ____?* with the one in the answer *He / She likes ____*. Tell pupils that in the question, the verb *like* follows *does* so is in the base form (*like*). But in the answer, *likes* must be used after the subject *He* or *She*. Remind pupils of the structure *like + verb-ing* as well.

Step 2: Play the first part of the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the related flash cards for the class to practise speaking.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing phrase in the answer by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help when necessary.

Step 5: Invite a few pairs to stand up and point at each picture in their books to take turns asking and answering the questions about someone's favourite school activity.

Extension: Ask pupils to elicit some other topic-related vocabulary items, and have them practise asking and answering with the new ones. Correct their stress and pronunciation where necessary.

Outcome:

Pupils can correctly say the phrases and use *What school activity does he / she like? – He / She likes ____.* to ask and answer questions about someone's favourite school activity.

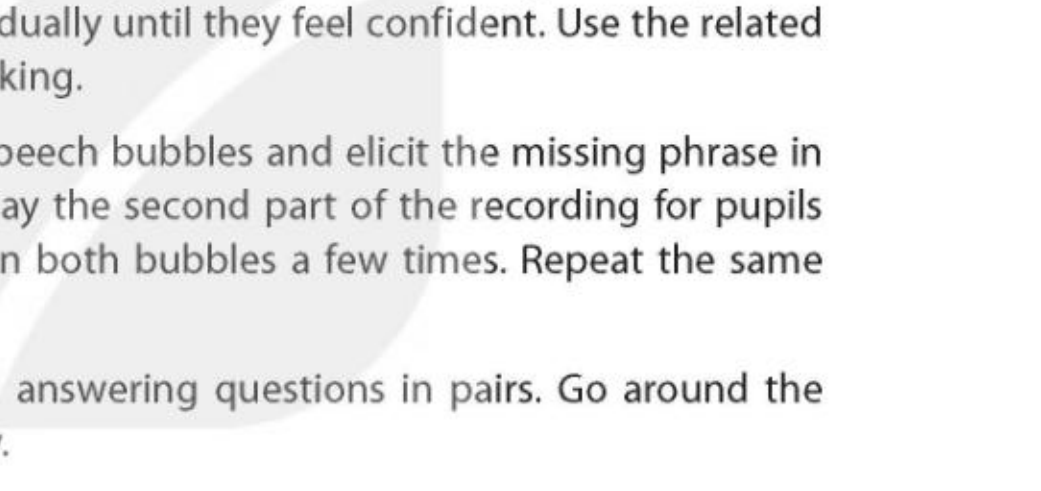
3. Let's talk.

Goal:

To use *What school activity does he / she like? – He / She likes ____.* in a freer context.

Input:

– Picture cues: a boy presenting a school project in front of the class; a girl solving a maths problem at the board; some pupils playing a game; a boy reading a book in the library



– Speech bubbles: *What school activity does he / she like? – ____.*

Procedure:

Step 1: Draw pupils' attention to each picture. Ask questions to revise the relevant phrase.

Step 2: Elicit pupils' own answers to the question and write them on the board. Get pupils to say the completed answers.

Step 3: Put pupils into pairs to take turns asking and answering questions about someone's favourite school activity in the pictures. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom. They can use the pictures to take turns asking and answering questions about someone's favourite school activity.

Suggested answers:

- *A:* What school activity does he like?

  B: He likes doing projects.

- *A:* What school activity does she like?

  B: She likes solving maths problems.

- *A:* What school activity does she like?

  B: She likes playing games.

- *A:* What school activity does he like?

  B: He likes reading books.

Outcome: Pupils can use *What school activity does he / she like? – He / She likes* ____. in a freer context.

Preparation for the project: Tell pupils about the project on page 55. Ask them to prepare for it at home by doing a survey with some classmates. They can use the questions they have learnt in Lessons 1 and 2 to ask four or five classmates about their favourite school activities. Then, they will report the results to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and invite a few pairs to the front of the classroom to take turns asking and answering questions about the favourite school activities of several classmates. Write the questions and answers on the board for the class to read aloud at the end of the interaction, e.g. *What school activity does Hoa like? – She likes reading books. What school activity does Minh like? – He likes doing projects.*
- Get pupils to open their books at page 51 and look at Unit 7, Lesson 1, Activity 4.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Listen and number.



Goal: To listen to and understand four exchanges in which the speakers ask and answer questions about someone's favourite school activities, and number the pictures.

Input: Picture cues:

a. a boy playing chess

b. a girl reading a book

c. a boy solving a maths problem at the board

d. a girl making a paper craft

Audio script:

1. *A:* What is your sister doing?

B: She's reading a book.

A: Does she like reading books?

B: Yes, she does. It's her favourite school activity.

2. *A:* Does your brother like English?

B: No, he doesn't.

A: What school activity does he like?

B: He likes solving maths problems.

3. *A:* Does your brother like doing projects?

B: No, he doesn't.

A: What school activity does he like?

B: He likes playing chess.

4. *A:* Does your sister like solving maths problems?

B: No, she doesn't.

A: What school activity does she like?

B: She likes doing projects. Look at the picture. She's making a paper puppet for her school project.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit what each child is doing. For example, for Picture **a**:

Teacher: *What's he doing?*

Pupil: *He's playing chess.*

Teacher: *Very good. He likes it. It's his favourite school activity.*

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

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

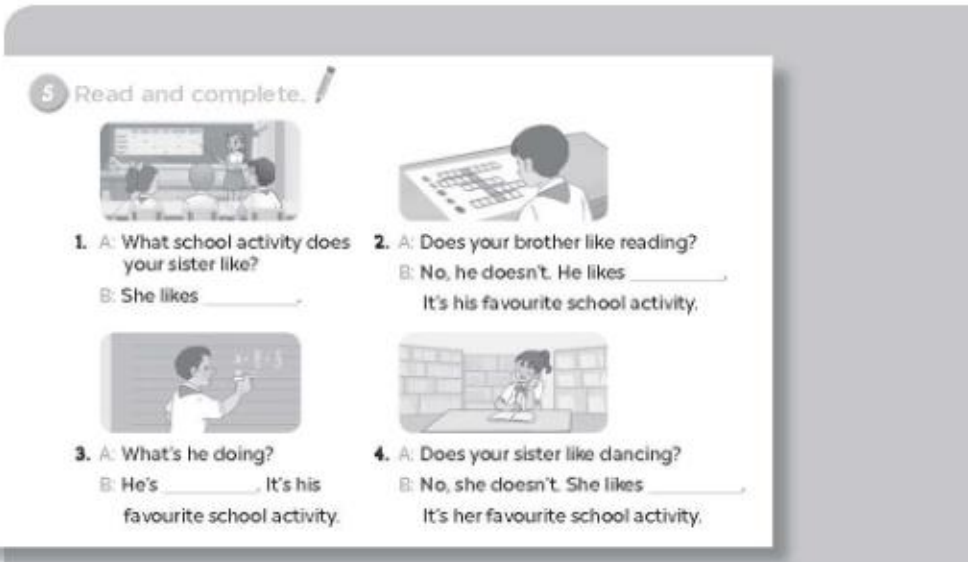
Extension: Play the recording, pausing after each question to have pupils recall the answer. Check if they gave the correct answer. Correct their pronunciation where necessary.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Outcome: Pupils can understand four exchanges in which speakers ask and answer questions about someone's favourite school activities and number the pictures according to what they hear.

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

5. Read and complete.



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

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Do Exchange **1** with the class as an example. Have pupils look at the picture above it, read the question and answer, and guess the missing word in the answer. Elicit the missing word to fill the gap (*doing projects*). Then put the class into two halves to take turns asking and answering. Correct their pronunciation where necessary.

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

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

Step 4: Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: 1. doing projects **2.** doing word puzzles

3. solving a maths problem **4.** reading books

6. Listen, complete and sing.



Goal: To listen to and complete the song *What school activities does she like?* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *What school activities does she like?*

Procedure: **Step 1:** Have pupils read the song lyrics, look at the pictures and guess the missing words. For Number **1**, point to the picture of the girl and ask *What does she like?* (*playing word puzzles*) and fill in the gap.

Step 2: Repeat **Step 1** for Number **2**. Tell pupils to pay attention to whether it is about a boy or a girl before deciding the missing word in the question (*he*). For Number **3**, ask pupils what the boy is doing (*doing projects*).

Step 3: Play the recording all the way through for pupils to listen to the whole song. Then play it again for them to fill in the gaps with the missing words.

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Step 4: Check answers together as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 5: Divide the class into two halves to take turns singing the questions and answer.

Outcome: Pupils can complete the lyrics for the song *What school activities does she like?* and sing it with the correct pronunciation, rhythm and melody.

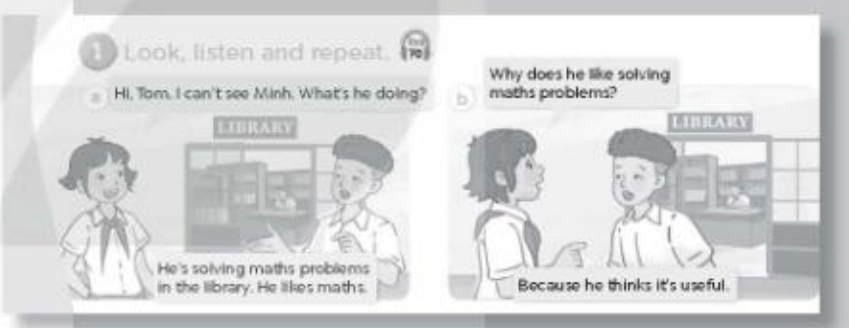
Key: 1. playing word puzzles **2.** he **3.** doing projects

LESSON 2 (Period 3)

Warm-up

- Greet the class, then divide the pupils into two groups to take turns singing the questions and answers in the song *What school activities does she like?*
- Get pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1.
- Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone likes a school activity.

Input: – Context **a**: Linh asking Tom what Minh is doing

Linh: *Hi, Tom. I can't see Minh. What's he doing?*

Tom: *He's solving maths problems in the library. He likes maths.*

– Context **b**: Linh asking Tom why Minh likes solving maths problems

Linh: *Why does he like solving maths problems?*

Tom: *Because he thinks it's useful.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they are talking about.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen to and follow the language. Play the recording again for pupils to listen to and repeat the sentences individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat Exchanges **a** and **b**.

Step 4: Draw pupils' attention to the question *Why does he like solving maths problems?* and the answer *Because he thinks it's useful.* Tell pupils that questions beginning with *Why* are used to ask about a reason; and the answer usually starts with *Because*.

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

2. Listen, point and say.



Goal: To correctly say the words and phrases and use *Why does he / she like ____? – Because he / she thinks it's ____.* to ask and answer questions about why someone likes a school activity.

Input: – Picture and word cues:

a. a girl playing games, and the words *play games / fun*

b. a boy doing a project with his friends, and the words *do projects / good for group work*

c. a girl reading a book, and the words *read books / interesting*

d. a boy solving maths problems, and the words *solve maths problems / useful*

– Speech bubbles: *Why does he / she like ____? – Because he / she thinks it's ____.*

Audio script:

a. play games / fun **b.** do projects / good for group work

c. read books / interesting **d.** solve maths problems / useful

a. *A:* Why does she like playing games?

B: Because she thinks it's fun.

b. *A:* Why does he like doing projects?

B: Because he thinks it's good for group work.

c. *A:* Why does she like reading books?

B: Because she thinks it's interesting.

d. *A:* Why does he like solving maths problems?

B: Because he thinks it's useful.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and say what they can see in each picture. Remind them of *like + verb-ing* and elicit the meaning of the adjectives *fun*, *interesting* and *useful* and the phrase *good for group work*. Have the class repeat the words under the pictures a few times.

Step 2: Play the first part of the recording for pupils to listen to and repeat the phrases and words, in chorus and individually, until they feel confident. Use the flash cards to practise the phrases and words under the pictures.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word or phrase in the question and then in the answer by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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

Outcome: Pupils can say the words and phrases and use *Why does he / she like ____? – Because he / she thinks it's ____.* to ask and answer questions about why someone likes a school activity.

3. Let's talk.



Goal: To use *What school activity does he / she like? – He / She likes ____.* and *Why does he / she like ____? – Because he / she thinks it's ____.* in a freer context.

Input: – Picture cues: a boy doing a word puzzle, a girl reading a book, a boy solving a maths problem at the board, two girls presenting a project in front of the class

– Speech bubbles:

What school activity does he / she like? – ____.

Why does he / she like ____? – ____.

Procedure: **Step 1:** Have pupils look at the pictures and elicit what each pupil is doing. Use the picture of the boy doing a crossword puzzle as an example to make the question and answer: *What school activity does he like? He likes playing games. Why does he like doing crossword puzzles? Because he thinks it's fun.*

Step 2: Write the question and answer on the board and complete it. Put the class into two halves and have them take turns asking and answering a few times before setting a time limit for the class to do the task in pairs.

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

Extension: Turn the questions and answers into a personal exchange about a pupil's favourite school activity and why he or she likes a particular school activity.

Outcome: Pupils can use *What school activity does he / she like? – He / She likes ____.* and *Why does he / she like ____? – Because he / she thinks it's ____.* in a freer context.

Suggested answers:

– *A:* What school activity does he like?
B: He likes doing word puzzles.
A: Why does he like doing word puzzles?
B: Because he thinks it's fun.

– *A:* What school activity does she like?
B: She likes reading books.
A: Why does she like reading books?
B: Because she thinks it's interesting.

– *A:* What school activity does he like?
B: He likes solving maths problems.
A: Why does he like solving maths problems?
B: Because he thinks it's useful.

– *A:* What school activity does she like?
B: She likes doing projects.
A: Why does she like doing projects?
B: Because she thinks it's good for group work.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then invite a few pairs to the front of the class to act out the exchanges in Activity 3 on page 52.
- Get pupils to open their books at page 53 and look at Unit 7, 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 why someone likes a school activity, and tick the correct pictures.

Input: Picture cues:

1a. a girl reading in the library

1b. a girl presenting a project with her classmate

1c. a girl solving a maths problem on the board

2a. a boy drawing a picture

2b. a boy solving a maths problem on the board

2c. a boy singing a song

Audio script:

1. *A:* My sister doesn't like maths.

B: What school activity does she like?

A: She likes doing projects.

B: Why does she like it?

A: Because she thinks it's good for group work.

2. *A:* Why doesn't Minh like solving maths problems?

B: Because he thinks it's difficult.

A: What school activity does he like?

B: He likes drawing pictures.

A: Why does he like it?

B: Because he thinks it's fun and easy.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c** and ask questions to elicit what each pupil is doing. Have pupils predict which picture is mentioned in Conversation **1** (b).

Step 2: Play the recording of Conversation **1** all the way through for pupils to check their predictions. Then play it again for pupils to listen and tick the correct picture.

Step 3: Repeat **Steps 1** and **2** for Conversation **2**.

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

Extension: Have pupils explain why they chose their answers. For example:

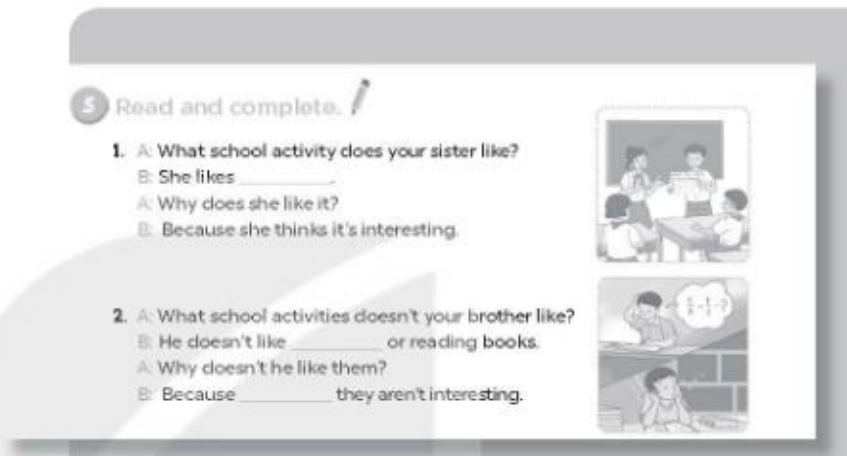
*The correct picture is **b**: Hoa and Long are working together at Project time. Long's holding the poster while Hoa presents the project.*

*The correct picture is **a**: The boy is drawing a beautiful picture.*

Outcome: Pupils can understand two communicative contexts in which pupils ask and answer questions about the reasons why someone likes a school activity, and tick the correct pictures according to what they hear.

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

5. Read and complete.


5 Read and complete.

1. A: What school activity does your sister like?
   B: She likes _____.
   A: Why does she like it?
   B: Because she thinks it's interesting.

2. A: What school activities doesn't your brother like?
   B: He doesn't like _____ or reading books.
   A: Why doesn't he like them?
   B: Because _____ they aren't interesting.

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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Use Dialogue **1** as an example. Have pupils read it and guess the missing words. Remind them to pay attention to what the picture shows. (A girl is presenting a project in front of the class with a boy holding the poster.)

Step 2: Repeat **Step 1** for the second dialogue.

Step 3: Give pupils a time limit to read the dialogues again, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. Invite two pairs of pupils to take turns role-playing the completed dialogues. Check pronunciation where necessary.

Extension: Put the class into groups to make similar dialogues with their personal information and act them out.

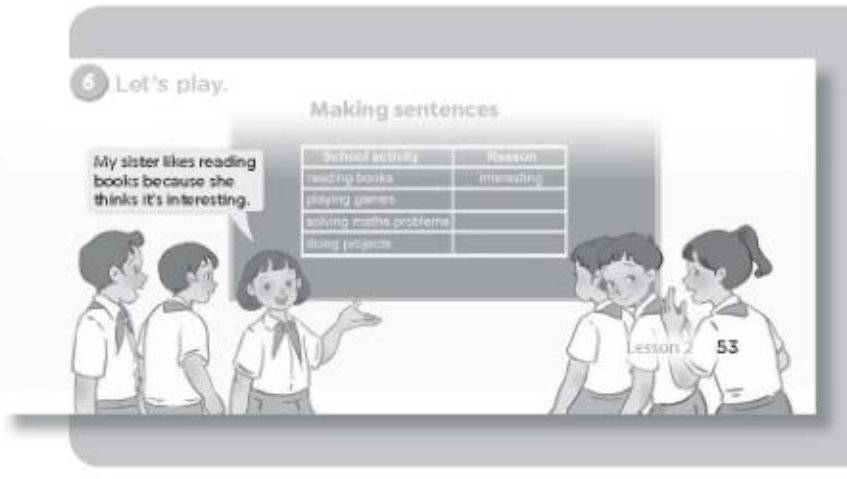
Outcome: Pupils can complete two gapped dialogues with the help of picture cues.

Key: 1. doing projects **2.** solving maths problems; he thinks

6. Let's play.

Goal: To review the target language about asking why someone likes a school activity by playing a game of *Making sentences*.

Input: A picture of two teams taking turns making sentences with the words and phrases on the board



Procedure: **Step 1:** Use the illustration as an example to demonstrate how to play the game. Draw pupils' attention to the game input on the board. Introduce and explain how to play the game: The class is divided into groups of 3–4. Pair up the groups, so that each group plays against another group. The members of each group must select a school activity and say why his or her sister or brother likes it. Tell pupils that the objective of this game is to promote teamwork and fluency in expressing preferences for school activities. Emphasise the importance of accuracy and coherence in their sentences. Quality of expression should be prioritised over speed.

Step 2: Give pupils a time limit to play the game and go around the class to offer help where necessary.

Step 3: When the time is up, nominate pairs of groups to come to the board to check the answers. Encourage the rest of the pupils to cheer when they answer correctly.

Outcome: Pupils can review the target language about asking why someone likes a school activity by playing a game of *Making sentences*.

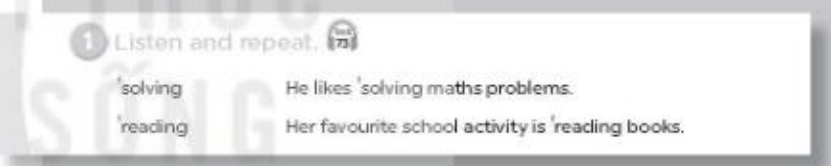
LESSON 3 (Period 5)

Warm-up

- Greet the class, then invite a few pairs to take turns asking and answering questions about the favourite school activity of their brother or sister, and the reasons why.
- Get pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

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1. Listen and repeat.


1 Listen and repeat.

'solving — He likes 'solving maths problems.

'reading — Her favourite school activity is 'reading books.

Goal: To correctly pronounce the words *'solving* and *'reading* with the stress on the first syllable, in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

Input: – The word *'solving* and the sentence *He likes 'solving maths problems.*

– The word *'reading* and the sentence *Her favourite school activity is 'reading books.*

Procedure: **Step 1:** Have pupils point at the word *'solving* and the sentence *He likes 'solving maths problems.* Play the recording for them to listen and repeat, in chorus and individually, until they feel confident. Correct their pronunciation where necessary.

Step 2: Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.

Step 3: Repeat **Steps 1** and **2** for the word *'reading* and the sentence *Her favourite school activity is 'reading books.*

Step 4: Let pupils work in pairs or groups, saying the words and reading the sentences. Go around the classroom and correct pupils' pronunciation where necessary.

Extension: Ask pupils to make more sentences, replacing *'solving* and *'reading* with other verbs ending with *-ing* that have the same stress pattern, for example, *talking*, *drawing*, *riding* and *playing*, and practise reading the sentences aloud.

Outcome: Pupils can correctly pronounce the words *'solving* and *'reading* with the stress on the first syllable, in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

2. Circle, listen and check.



Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. 'solving	**b.** down'stairs	**c.** be'cause
2. a. good'bye	**b.** 'swimming	**c.** en'joy
3. a. be'fore	**b.** gui'tar	**c.** 'writing

Procedure: **Step 1:** Tell pupils that this is an odd one out exercise. Pupils need to circle the word that has a different stress to the other two in each line. Then they need to listen to the recording to check their answers.

Step 2: Set a time limit for pupils to do the task.

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

Step 4: Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary.

Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.

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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils look at the pictures and identify the school activities.

Step 2: Have pupils read the first verse of the chant and draw their attention to the words *'reading*, *'dancing*, *'drawing* and *'painting*. Check comprehension.



Step 3: Play the recording of the first verse. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the pronunciation, word stress and rhythm. Encourage them to clap and do actions while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant, drawing their attention to the words *'reading, 'singing, 'drawing, 'swimming*.

Step 5: Play the recording all the way through for pupils to chant and clap their hands.

Extension: Replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable, for example, *'swimming, 'writing, 'talking* and *'hiking*. Have pupils do the same thing with the second verse and practise chanting the new one.

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

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to take turns saying the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions.
- Ask pupils to open their books at page 55 and look at Unit 7, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read a text and show understanding of it by circling the correct options to complete the sentences provided.

Input: – A paragraph about four friends with different favourite school activities, and the reasons why they like these activities

– Four sentences to complete, each with three answer options


4 Read and circle.

Linh, Minh, Lucy and Bill are close friends. They study at the same school. They have different favourite activities. Linh likes singing because she wants to be a singer in the future. Minh likes studying science because he wants to be a scientist. Lucy likes playing chess because she wants to be a world chess champion. And Bill loves playing football because he wants to be a famous footballer.

1. _____ likes singing.
   a. Minh b. Lucy c. Linh
2. Minh wants to be a _____.
   a. teacher b. scientist c. singer
3. Lucy's favourite activity is _____.
   a. playing chess b. doing projects c. singing songs
4. Bill wants to be a famous _____ player.
   a. baseball b. volleyball c. football

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the paragraph and circle the correct options to complete the sentences provided. Check comprehension.

Step 2: Use Number **1** as an example. Have pupils read Sentence **1**, then scan the paragraph above quickly to find the correct person (*Linh*). Then tell them to compare with the options given in the sentence provided and circle the letter *c*.

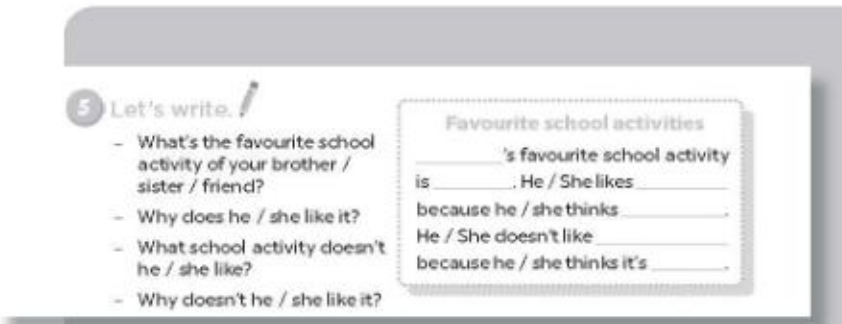
Step 3: Set a time limit for pupils to do the rest of it independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary. Invite two pupils to take turns asking and answering why Linh, Minh, Lucy and Bill like these school activities. For example: *Why does Linh like singing? – Because she wants to be a singer in the future*. Correct their pronunciation where necessary.

Outcome: Pupils can read a text and show understanding of it by circling the correct options to complete the sentences provided.

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

5. Let's write.



Goal: To write a brief paragraph consisting of about 30 words about favourite school activities and why their brother / sister / friend likes them, with the help of guiding questions and a writing frame.

Input: Guiding questions and a writing frame

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the guiding questions and complete the writing frame with their personal information. Tell pupils that they should write about 30 words. Check comprehension.

Step 2: Use Sentence **1** as an example. Have pupils read the first sentence in the frame. Remind them of the question words in the first question before completing the sentence. Tell them to do the same with the rest of the sentences.

Step 3: Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one or two pupils to stand up and read their sentences aloud.

Outcome: Pupils can write a short paragraph of about 30 words about favourite school activities and why their brother / sister / friend like them, with the help of guiding questions and a writing frame.

Suggested answer:

Favourite school activities

My sister's favourite school activity is solving maths problems. She likes it because she thinks it's interesting, and she wants to teach maths in the future. She doesn't like singing because she thinks she does not have a good voice.

6. Project



Goal: To present to the class a report of a survey on pupils' favourite school activities.

Input: A picture of a girl presenting the results of her survey in front of the class

Procedure:

Step 1: Check pupils' survey results.

Step 2: Invite a pupil to report his / her survey results to the class, with your help.

Step 3: Have pupils work in groups to report their own results. Go around the classroom and offer help where necessary.

Step 4: Invite a few groups to report their survey results in front of the class. Praise them when they do a good job.

Outcome:

Pupils can present to the class a report of a survey on pupils' favourite school activities.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hello, everyone! My name is Trang, and today I'd like to share with you the results of my survey about the favourite school activities of Lan, Minh, and Linh.

First, we have Lan. Lan likes reading stories because she thinks it's interesting. She enjoys storybooks because she believes that they can take her on amazing journeys and teach her so many interesting things.

Next, we have Minh. Minh enjoys solving maths problems. He believes that solving maths problems is like solving word puzzles, and it makes him feel super smart!

And finally, we have Linh. In her free time, Linh loves playing games, especially with her friends. She finds games to be an excellent means of relaxation and enjoyment.

So, it's so cool to know the favourite school activities of our three classmates: Lan, Minh and Linh. Thank you for listening, and I hope you enjoyed learning about our classmates' favourite school activities!

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VỚI CUỘC SỐNG

UNIT 8 – IN OUR CLASSROOM

Objectives

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

- correctly pronounce the two-syllable words *a'bove* and *be'side* with the stress on the second syllable, in isolation and in the sentences *The picture is a'bove the window.* and *The map is be'side the board.;*
- use the words *above, beside, in front of, under, crayon, glue stick, pencil sharpener* and *set square* in relation to the topic "In our classroom";
- use *Where are the* ____*? – They're* ____. to ask and answer questions about the locations of school things;
- use *Whose* ____ *is this? – It's* ____. to ask and answer questions about possession;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "In our classroom";
- read and write about the locations of school things and about possession;
- present their groups' pictures of study corners to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by playing the *Making sentences* game on page 53. Ask pupils to open their books at page 56 and look at Unit 8, Lesson 1, Activity 1.
- Write the title *In our classroom* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about school things and their locations.

Input: – Context **a**: Miss Hoa asking pupils about school things

Miss Hoa: *Class, what are these?*

Class: *They are maps.*

Miss Hoa: *Well done.*

– Context **b**: Miss Hoa asking pupils about the location of school things

Miss Hoa: *Where are the maps?*

Boy: *They're beside the board.*

Miss Hoa: *That's right.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b**, and identify the characters and their activities.

Step 2: Ask pupils to keep looking at the pictures. Play the recording for them to listen.

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

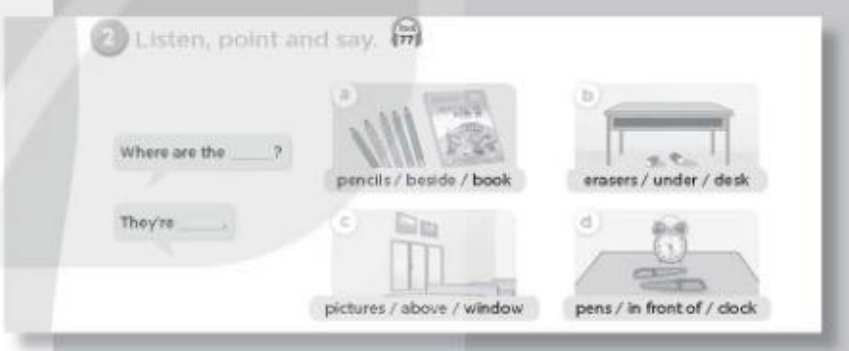
Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Where are the maps?* and the answer *They're beside the board*. Tell pupils that they are a question and an answer about the locations of school things.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about school things and their locations.

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 school things.



Input: – Picture and word cues:

a. five pencils beside a book, and the words *pencils / beside / book*

b. two erasers under a desk, and the words *erasers / under / desk*

c. two pictures above a window, and the words *pictures / above / window*

d. two pens in front of a clock, and the words *pens / in front of / clock*

– Speech bubbles: *Where are the____? – They're____.*

Audio script:

a. pencils / beside / book

b. erasers / under / desk

c. pictures / above / window

d. pens / in front of / clock

a. *A:* Where are the pencils?
B: They're beside the book.

b. *A:* Where are the erasers?
B: They're under the desk.

c. *A:* Where are the pictures?
B: They're above the window.

d. *A:* Where are the pens?
B: They're in front of the clock.

Procedure: **Step 1:** Have pupils look at the Pictures **a**, **b**, **c** and **d** and identify the locations of the school things.

Step 2: Have pupils point at Picture **a**, listen to the first small section of the recording (*pencils / beside / book*) and repeat the words. Point at the words and Picture **a** and have pupils listen to and repeat the recording. Follow the same procedure with the words under the other three pictures.

Step 3: Have pupils look at Picture **a** again and listen to the first exchange (*Where are the pencils? – They're beside the book.*). Ask them to repeat it. Follow the same procedure with the other three pictures and exchanges. Have the class repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering the question *Where are the ____? – They're ____*. Go around the classroom to offer help when necessary.

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

Extension: Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles.

Outcome: Pupils can correctly say the words and use *Where are the ____? – They're ____.* to ask and answer questions about the locations of school things.

3. Let's talk.

Goal: To use *Where are the ____? – They're ____.* in a freer context.



Input: – Picture cues: two erasers in front of a pencil case, two pencils beside a notebook, two school bags under a desk , two maps above a bookcase

– Speech bubbles:

Where are the ____? – ____.

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

Step 2: Put pupils into pairs and practise asking and answering questions about the locations of school things. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to the front of the class to ask and answer questions about the locations of school things, using the picture cues. Praise pupils if they perform well.

Extension: Invite some pairs of pupils to ask and answer questions about real school things in the classroom. For example, *Where are the fans? – They're above the windows.; Where's the projector? – It's in front of the screen.*

Outcome: Pupils can use *Where are the ____? – They're ____.* in a freer context.

Suggested answers:

Where are the erasers? – They're in front of the pencil case.

Where are the pencils? – They're beside the notebook.

Where are the school bags? – They're under the desk.

Where are the pictures? – They're above the bookcase.

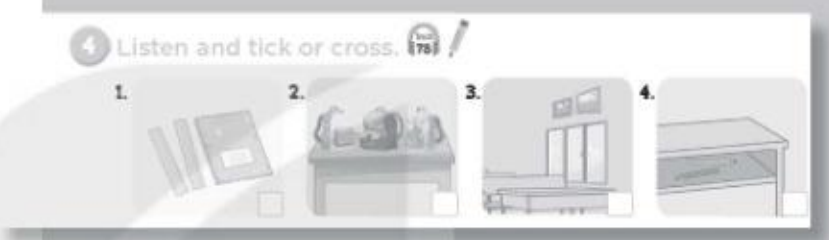
Preparation for the project: Tell pupils about the project on page 61, Lesson 3, Activity 6. Ask them to draw pictures of their study corners with the locations of their school things. Tell them they will present their group's pictures to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the question *Where are the____?* using picture cues, and call on a few pupils to answer the question.
- Ask pupils to open their books at page 57 and look at Unit 8, Lesson 1, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which characters ask and answer about the locations of school things, and tick or cross the pictures.

Input: – Picture cues:

1. two rulers beside a notebook

2. three school bags on a table

3. two pictures above a window

4. two pencils in a desk

Audio script:

1. *A:* Excuse me. Where are the rulers?
B: They're beside the notebook.
A: Thank you.

2. *A:* I can't see the school bags. Where are they?
B: They're under the table.
A: I see. Thanks.

3. *A:* Where are the pictures?
B: They're above the window.
A: Thank you.

4. *A:* Where are the pencils?
B: They're on the desk.
A: Oh, I see. Thank you.

Procedure: **Step 1:** Draw pupils' attention to the pictures and elicit the names of the school things and their locations by asking questions, such as *What are these?* and *Where are they?* Remind them to look at Pictures **1**, **2**, **3**, and **4**. Elicit the words *rulers*, *school bags*, *pictures* and *pencils*, and prepositions including *beside*, *on*, *above*, *under* and *in*.

Step 2: Play the recording all the way through for pupils to listen. Play the recording again for them to do the task by ticking or crossing the correct pictures. Then play it a third time for pupils to check and complete the activity.

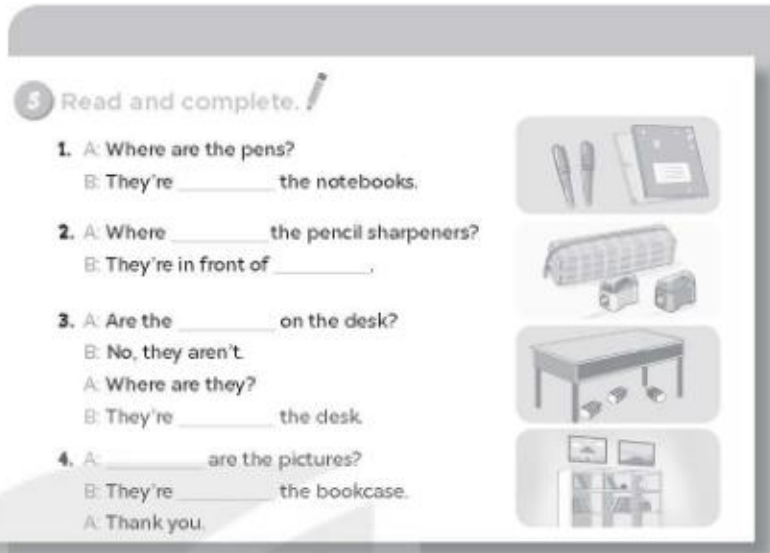
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Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Where are the rulers? Are the school bags under the table? Where are the pictures?* and *Are the pencils on the desk?* Correct the answers if necessary.

Outcome: Pupils can understand four communicative contexts in which the characters ask and answer about the locations of school things, and tick or cross the pictures according to what they hear.

Key: 1. ✓ **2.** × **3.** ✓ **4.** ×

5. Read and complete.



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

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures and identify the locations of the school things in the pictures.

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

Step 3: Do Exchange **1** together as a class. Have pupils look at the sentence. Ask them what word is missing (*beside*). Then have pupils complete the sentence (*They're beside the notebooks*). Repeat the same procedure with Exchanges **2**, **3** and **4**.

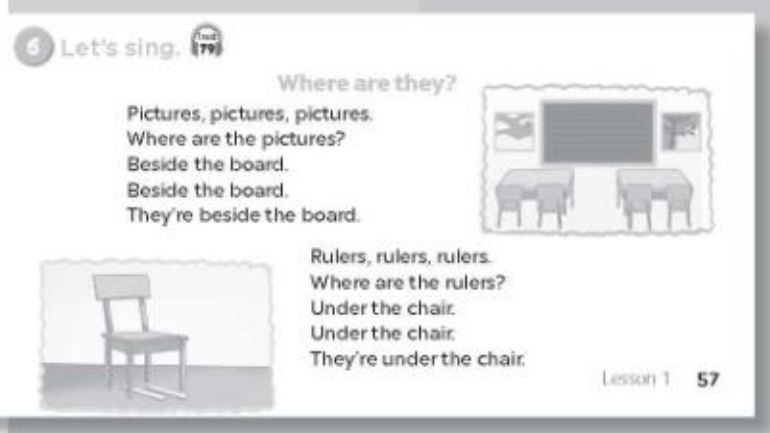
Step 4: Have pupils complete the gapped sentences independently and get them to swap books with a partner to check their answers before checking as a class.

Step 5: Ask a few pairs to read the completed exchanges aloud in front of the class. Correct their pronunciation where necessary.

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

Key: 1. beside **2.** are; the pencil case **3.** erasers; under **4.** Where; above

6. Let's sing.



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

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

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

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

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

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

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

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

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

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Get the class to sing the song *Where are they?* on page 57.
- Ask pupils to open their books at page 58 and look at Unit 8, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Mai asking Nam if this is his crayon

Mai: *Excuse me? Is this your crayon?*

Nam: *No, it isn't.*

– Context **b**: Mai asking Nam whose crayon this is, and Nam answering that it's Linh's

Mai: *Whose crayon is this?*

Nam: *It's Linh's.*

Mai: *Thank you.*

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

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

Step 3: Follow 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 their attention to the question *Whose crayon is this?* and the answer *It's Linh's*. Tell pupils that they are the question and answer about possession.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about possession.

2. Listen, point and say.



Goal: To correctly use *Whose* ____ *is this?* – *It's* ____. to ask and answer questions about possession.

Input: – Picture and word cues:

a. Mary's glue stick, and the words *glue stick / Mary's*

b. Bill's crayon, and the words *crayon / Bill's*

c. Nam's set square, and the words *set square / Nam's*

d. Mai's pencil sharpener, and the words *pencil sharpener / Mai's*

– Speech bubbles: *Whose* ____ *is this?* – *It's* ____.

Audio script:

a. glue stick / Mary's **b.** crayon / Bill's

c. set square / Nam's **d.** pencil sharpener / Mai's

a. *A:* Whose glue stick is this?

B: It's Mary's.

b. *A:* Whose crayon is this?

B: It's Bill's.

c. *A:* Whose set square is this?

B: It's Nam's.

d. *A:* Whose pencil sharpener is this?

B: It's Mai's.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of characters and their school things.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the words (*glue stick / Mary's*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*Whose glue stick is this? – It's Mary's.*)

Step 3: Follow the same procedure with the other three pictures. Have the class listen to and repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering *Whose* ____ *is this? – It's* ____. using the picture cues.

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

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Extension: Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles.

Outcome: Pupils can correctly use *Whose____ is this? – It's____.* to ask and answer questions about possession.

3. Let's talk.



Goal: To use *Is this your ____? – ____.* and *Whose ____ is this? – It's ____.* in a freer context.

Input: – Picture cues: Minh holding a set square, Lucy holding a crayon, Linh holding a pencil sharpener, Bill holding a glue stick

– Speech bubbles:

Is this your ____? – ____.

Whose ____ is this? – ____.

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions about possession. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to practise asking and answering questions about possession, using the picture cues. Praise pupils if they perform well.

Step 4: Invite a few pairs to the front of the class to perform their conversations.

Outcome: Pupils can use *Is this your ____? – ____.* and *Whose ____ is this? – It's ____.* in a freer context.

Suggested answers:

– *A:* Is this your set square?

B: No, it isn't.

A: Whose set square is this?

B: It's Minh's.

– *A:* Is this your crayon?

B: No, it isn't.

A: Whose crayon is this?

B: It's Lucy's.

– *A:* Is this your pencil sharpener?

B: No, it isn't.

A: Whose pencil sharpener is this?

B: It's Linh's.

– *A:* Is this your glue stick?

B: No, it isn't.

A: Whose glue stick is this?

B: It's Bill's.

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LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about possession using *Whose* ____ *is this? – It's* ____.
- Ask pupils to open their books at page 59 and look at Unit 8, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about the locations of school things and possession and tick the correct pictures.

Input: Picture cues:

1a. three crayons on a table

1b. three crayons under a desk

1c. three crayons in a pencil case

2a. Linh's set square

2b. Nam's set square

2c. Mary's set square

Audio script:

1. *A:* Excuse me. Are these your crayons?

B: Yes, they are.

A: Where are my crayons?

B: Look! They're there, under the desk.

A: Thank you.

2. *A:* Is this your set square?

B: No, it isn't.

A: Whose set square is this?

B: Let me see. It's Linh's.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Ask questions to help them identify the locations of the three crayons. Point out that the crayons in **1a** are black, whereas the ones in **1b** and **1c** are white (so they are different crayons).

Step 2: Play the recording and have pupils do Question **1** by ticking the right picture.

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Step 3: Follow the same procedure with Question **2**. (Pictures **2a**, **2b** and **2c**.)

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

Extension: Read Conversation **1** aloud but change specific information. For example:

A: Excuse me. Are these your crayons?

B: Yes, they are.

A: Where are my crayons?

B: Look! They're there, **on** the desk.

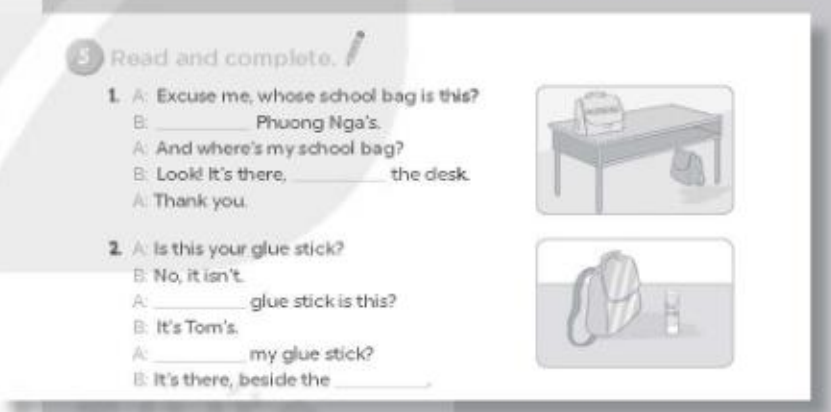
A: Thank you.

Have pupils raise their hands when the information is different. Invite them to correct the information.

Outcome: Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about the locations of school things and possession, and tick the correct pictures according to what they hear.

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

5. Read and complete.


5 Read and complete.

1. A: Excuse me, whose school bag is this?
   B: _____ Phuong Nga's.
   A: And where's my school bag?
   B: Look! It's there, _____ the desk.
   A: Thank you.

2. A: Is this your glue stick?
   B: No, it isn't.
   A: _____ glue stick is this?
   B: It's Tom's.
   A: _____ my glue stick?
   B: It's there, beside the _____.

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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the locations of the school things in the pictures.

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

Step 3: Do Exchange **1** together as a class. Have pupils look at the first gap. Ask them what word is missing (*It's*). Then have them complete the sentence (*It's Phuong Nga's.).* Get them to guess the missing word in the second gap (*under*).

Step 4: Follow **Step 3** for Exchange **2**.

Step 5: Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud.

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

Key: 1. It's; under **2.** Whose; Where's; school bag

6. Let's play.



Goal: To revise target words about possession and school things by playing the game *Whose pen is this?*

Input: A picture of four pupils asking about the school things on the table (a school bag, a pen, a glue stick, a set square, a notebook)

Procedure: **Step 1:** Tell pupils that they are going to play the game *Whose pen is this?* in groups of four. Use the illustration as an example to demonstrate how to play the game. Divide pupils into Team A and Team B. Team A holds one of the school things on the table and asks *Whose* (*pen*) *is this?* Team B answers *It's* (*Mai's*).

Step 2: The teams take turns to ask and answer questions about possession. The members have to remember whose school things they are in order to answer the questions.

Step 3: When a team gives a correct answer, they get one point. The winning team is the one that gets the most points.

Step 4: Have pupils work in groups. Invite two groups to the front of the class to play the game.

Outcome: Pupils can revise target words about possession and school things by playing the game *Whose pen is this?*

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class play the game *Whose pen is this?* on page 59.
- Ask pupils to open their books at page 60 and look at Unit 8, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly pronounce the two-syllable words *a'bove* and *be'side* with the stress on the second syllable, in isolation and in the sentences *The picture is a'bove the window.* and *The map is be'side the board.*

Input: – The word *a'bove* and the sentence *The picture is a'bove the window.*

– The word *be'side* and the sentence *The map is be'side the board.*

Procedure: **Step 1:** Draw pupils' attention to the word *a'bove* and the sentence *The picture is a'bove the window.* Play the recording of the word and the sentence and encourage pupils to point at the word and the sentence while listening.

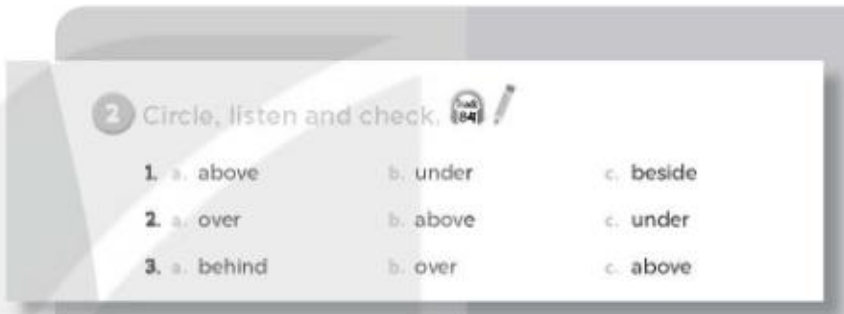
Step 2: Play the recording again and encourage pupils to listen to and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the word *be'side* and the sentence *The map is be'side the board.*

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

Outcome: Pupils can correctly pronounce the two-syllable words *a'bove* and *be'side* with the stress on the second syllable, in isolation and in the sentences *The picture is a'bove the window.* and *The map is be'side the board.*

2. Circle, listen and check.



Goal: To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

Input: Three sets of two-syllable words

Audio script:

1. a. a'bove **b.** 'under **c.** be'side

2. a. 'over **b.** a'bove **c.** 'under

3. a. be'hind **b.** 'over **c.** a'bove

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to circle the word that is stressed differently from the other words. Check comprehension.

Step 2: Give pupils a time limit to do the task independently.

Step 3: Play the recording for pupils to listen and check. Play the recording twice if necessary.

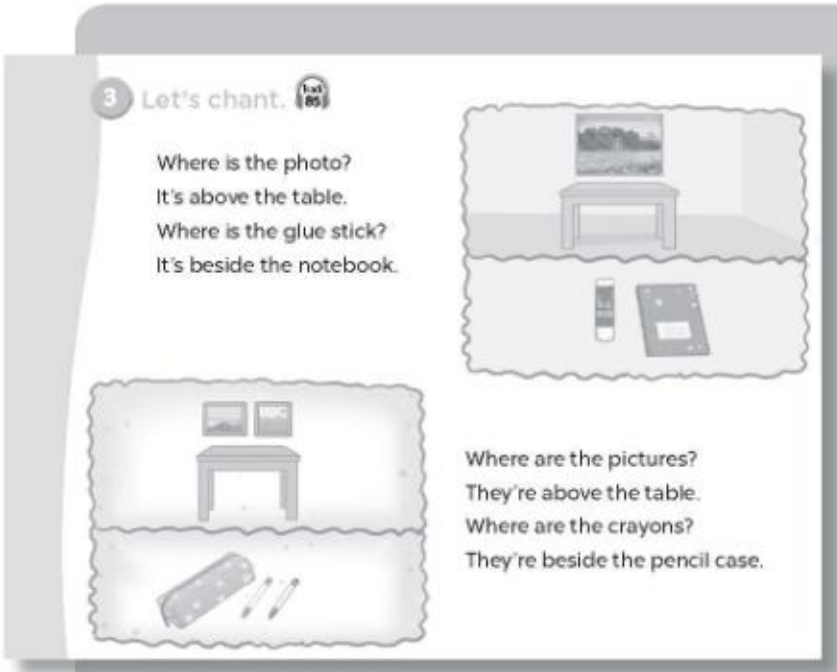
Step 4: Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

Extension Invite one or two pupils to stand up and repeat the odd ones out (1. 'under 2. a'bove 3. 'over).

Outcome: Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

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 words *a'bove* and *be'side*, with the stress on the second syllable.

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 to. Encourage them to clap along while chanting.

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

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

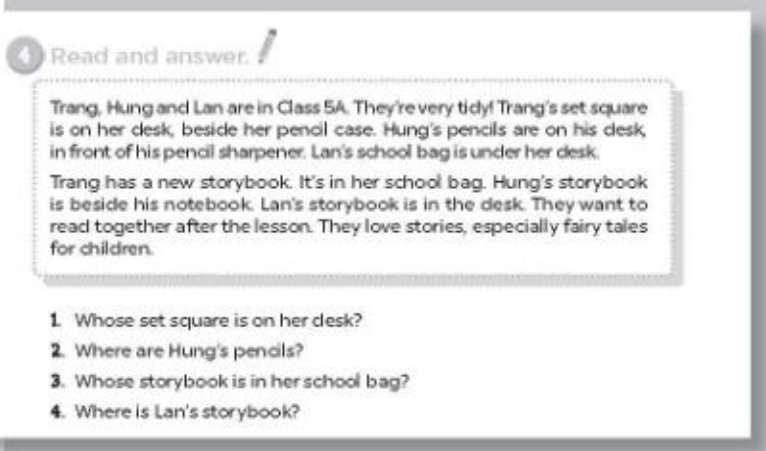
LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 60.
- Ask pupils to open their books at page 61 and look at Unit 8, Lesson 3, Activity 4.

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4. Read and answer.



Goal: To read and show understanding of a text about the locations of characters' school things by answering the questions.

Input: A short text and four questions to answer

Procedure: **Step 1:** Have pupils read all of the questions carefully. Then tell them to read Question **1** again and pay attention to keywords, such as *Whose set square* and *on her desk*. Then they should scan the text for relevant information to help them answer the question.

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

Step 3: Get pupils to swap books with their partners and check the answers before checking as a class. Have pupils read aloud the sentences in the reading text that helped them find the correct information. For example, *Trang's set square is on her desk.* (for Question **1**). *Hung's pencils are on his desk, in front of his pencil sharpener.* (for Question **2**). *Trang has a new storybook. It is in her school bag.* (for Question **3**). *Lan's storybook is in the desk.* (for Question **4**).

Step 4: Invite some pairs to take turns asking and answering the questions.

Extension: Ask pupils some more questions, e.g. *Whose pencils are in front of his pencil sharpener? Whose school bag is under her desk? Where is Hung's storybook?*

Outcome: Pupils can read and show understanding of a text about the locations of characters' school things by answering the questions.

Key:

1. Trang's (set square is on her desk).

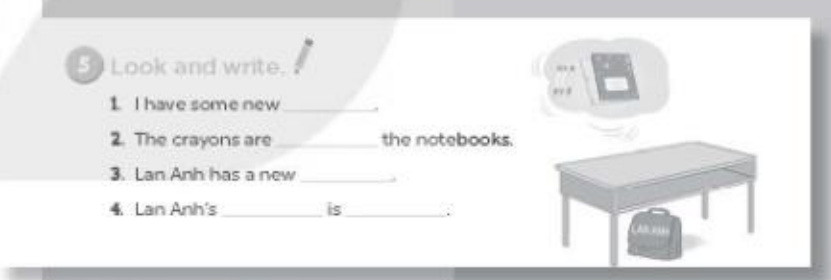
2. They are on his desk, in front of his pencil sharpener.

3. Trang's (storybook is in her school bag).

4. It's in the desk.

5. Look and write.

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



Input: – Two picture cues

– Four gapped sentences to complete

Procedure: **Step 1:** Ask pupils to read the four incomplete sentences and fill in the gaps with specific information about someone's school things and their locations.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the school things. Then have them write an answer, e.g. *crayons* in the gap.

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

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

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

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

Key:

1. I have some new *crayons*.

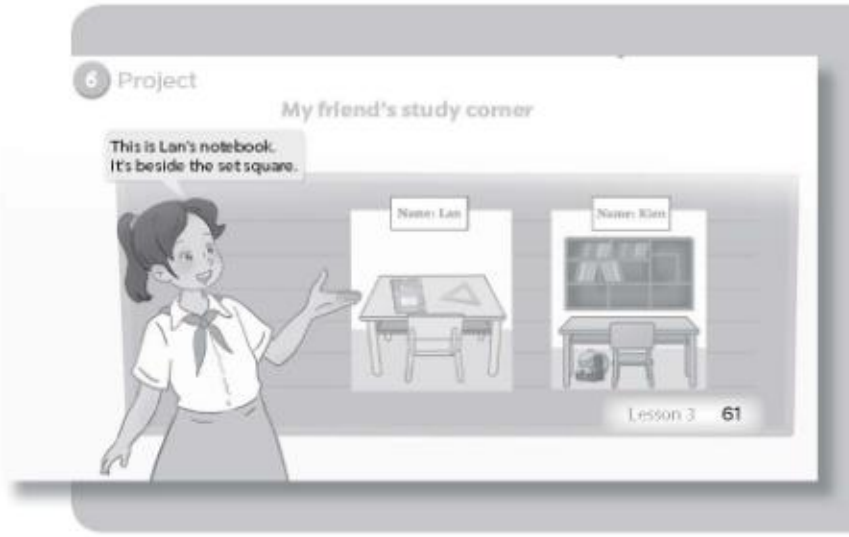
2. The crayons are *beside* the notebooks.

3. Lan Anh has a new *school bag*.

4. Lan Anh's *school bag* is *under the desk*.

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6. Project



Goal: To present their group's pictures of study corners to the class by using the target language.

Input: Pictures of study corners drawn by Lan and Kien at home, and a pupil talking about them

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to look at their group's pictures of study corners and tell the class about the locations of school things.

Step 2: Have pupils work in groups of three. First, each pupil presents his / her own picture to the group and talks about the locations of the school things in their picture.

Step 3: Invite a representative from each group to tell the class about their group's pictures, e.g. *This is Lan's notebook. It's beside the set square.*

Step 4: Have the rest of the class applaud if pupils perform well.

Outcome: Pupils can present their group's pictures of study corners to the class by using the target language.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Picture 1: Hello everyone. Look at this picture. It's Lan's study corner. This is Lan's notebook. It's beside the set square.

Picture 2: In this picture, you can see Kien's study corner. Those are Kien's books. They're in the bookcase. And that is his school bag. It's under the desk.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 9 – OUR OUTDOOR ACTIVITIES

Objectives

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

- correctly pronounce the three-syllable words '*cinema* and '*bakery* with the stress on the first syllable, in isolation and in the sentences *I was at the 'cinema yesterday*. and *We were at the 'bakery yesterday.;*
- use the words *aquarium, campsite, funfair, theatre, dance, listen, play* and *watch* in relation to the topic "Our outdoor activities";
- use *Were you at the ____ yesterday? – Yes, we were. / No, we weren't*. to ask and answer questions about where someone was in the past;
- use *What did you do yesterday? – We ____*. to ask and answer questions about what someone did in the past;
- listen to and demonstrate understanding of simple communicative contexts related to the topic "Our outdoor activities";
- read and write about outdoor activities in the past;
- carry out a survey about outdoor activities and present the results to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising Unit 8 by asking some pupils to say the chant on Page 60 and clap their hands.
- Ask pupils to open their books at page 62 and look at Unit 9, Lesson 1, Activity 1. Get pupils to look at the title of the unit and check comprehension. Have them repeat it once or twice. Then tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Bill asking Mai where she was

Bill: *Hi, Mai. I didn't see you at the campsite yesterday. Where were you?*

Mai: *I was at home. My cousins came to visit.*

Context **b**: Bill asking Mai where her family were and what they did

Bill: *Were all your family at home?*

Mai: *Yes, we were. We listened to music and cooked lunch together.*

Procedure:

Step 1: Have pupils look at Pictures **a** and **b** and identify the characters. Let them answer the question *Where was Mai yesterday?*

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

Step 3: Invite a few pairs to listen to and repeat the sentences in the recording. Correct their pronunciation where necessary.

Step 4: Draw their attention to the question *Were all your family at home?* and the answer *Yes, we were.* Explain that *were* is used instead of *was* with *you, we, they*. Tell pupils that the question and answer are about where someone was in the past.

Extension: Invite a few pupils to the front of the class and write the words they have learnt related to the topic (e.g. *museum, supermarket, bakery, zoo, park*) on the board. Then let them make sentences with the words (e.g. *I was at the museum yesterday. We were at the supermarket last weekend.*) Praise the pupil who can write the most correct words and sentences.

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

2. Listen, point and say.



Goal: To correctly say the words and use *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.

Input: Pictures and word cues:

a. two girls at the theatre, and the words *theatre / yes*

b. two boys at the aquarium, and the words *aquarium / yes*

c. a campsite, and the words *campsite / no*

d. a funfair, and the words *funfair / no*

– Speech bubbles:

Were you at the ____ yesterday? – Yes, we were. / No, we weren't.

Audio script:

a. theatre / yes **b.** aquarium / yes **c.** campsite / no **d.** funfair / no

a. *A:* Were you at the theatre yesterday?

B: Yes, we were.

b. *A:* Were you at the aquarium yesterday?

B: Yes, we were.

c. *A:* Were you at the campsite yesterday?

B: No, we weren't.

d. *A:* Were you at the funfair yesterday?

B: No, we weren't.

Procedure:

Step 1: Have pupils look at the pictures and elicit the words *theatre, aquarium, campsite* and *funfair*. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the words *theatre* and *yes*. Repeat the same procedure with the words under the other three pictures.

Step 3: Point at the first speech bubble and have pupils complete the question *Were you at the ____ yesterday?* with the word *theatre* in Picture **a**. Play the next part of the recording for Picture **a** for pupils to listen to and repeat the question *Were you at the theatre yesterday?* Then have them point at the second speech bubble, listen to the recording and repeat the answer *Yes, we were.* until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* Go around the class and offer help if necessary. Draw pupils' attention to the uses of *were* in positive answers and *weren't* in negative answers.

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

Outcome: Pupils can correctly say the words and use *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* to ask and answer questions about where someone was in the past.

3. Let's talk.



Goal: To use *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* in a freer context.

Input: – Picture cues: two boys at a funfair; many children at a theatre; two girls at a campsite; some children at an aquarium

– Speech bubbles:

Were you at the ____ yesterday? – ____.

Procedure:

Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the contexts. Have them say the four words aloud (*funfair*, *theatre*, *campsite*, *aquarium*).

Step 2: Have pupils look at the first bubble. Explain that they should fill in the gap with the places in the pictures. Ask them to look at the second bubble and use *Yes, we were.* if they were in the place at some point in the past and *No, we weren't.* if they weren't. They can make up the answers. You may write the complete question and answer on the board as an example.

Step 3: Set a time limit for pupils to work in pairs, point at the pictures and ask and answer. Go around the classroom to observe and offer help where necessary.

Step 4: Invite a few pairs to point at the pictures and ask and answer questions in front of the class. Praise them if they perform well.

Extension: Put pupils into pairs and have them take turns asking and answering using the target language in a freer context.

Suggested questions for Extension activity:

Were you at the cinema yesterday?

Were you at the museum yesterday?

Were you on the beach last weekend?

Were you in the mountains last month?

Outcome: Pupils can use *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* in a freer context.

Preparation for the project: Tell pupils about the project on page 67. Tell them to prepare for it by carrying out a survey. They should ask two or three friends where they went the previous summer and what activities they did. Tell pupils to bring their surveys 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 *Were you at the ____ yesterday? – Yes, we were. / No, we weren't.* Get a few pairs of pupils to ask and answer questions about where they were yesterday in front of the class. Encourage them to use the target language in the freer context they practised in Activity 3 on page 62.
- Ask pupils to open their books at page 63 and look at Unit 9, Lesson 1, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and demonstrate understanding of four communicative contexts in which characters ask and answer questions about where someone was, and tick or cross the pictures.

Input: Picture cues:

1. Minh and Nam at the funfair

2. Mary and her cousins at the cinema

3. Mai and Mary at the sports centre

4. a boy and his father at the aquarium

Audio script:

1. *A:* Were you at the funfair yesterday?

B: Yes, we were.

2. *A:* Were you and your cousins at the theatre?

B: No, we weren't. We were at the sports centre.

3. *A:* I didn't see you and Mai at the gym. Where were you?

B: We were at the campsite.

4. *A:* Was your brother at home yesterday?

B: No, he wasn't.

A: Where was he?

B: He was at the aquarium.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask them to identify the characters and the places. For example, the boys in Picture **1** are at the funfair. The children in Picture **2** are at the cinema. The girls in Picture **3** are at the sports centre. The boy and his father in Picture **4** are at the aquarium.

Step 2: Do Picture **1** together as an example. Play the recording of the first exchange (*Were you at the funfair yesterday? – Yes, we were.*). The exchange means that the children were at the funfair. Draw pupils' attention to Picture **1**, where they can see two boys at the funfair. So they should put a tick in the box.

Step 3: Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the boxes for Pictures **2**, **3** and **4**.

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

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus and individually. Correct their pronunciation where necessary. You may ask pupils to point at the pictures and say where the characters were yesterday (e.g. *Look at Picture **1**. The boys (or Minh and Nam) were at the funfair yesterday. Look at Picture **2**. The children were at the cinema yesterday.*)

Outcome: Pupils can understand four communicative contexts in which characters ask and answer questions about where someone was, and they can tick or cross the pictures according to what they hear.

Key: 1. ✓ **2.** × **3.** × **4.** ✓

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Do Exchange **1** together as an example. Have pupils read the exchange. Draw their attention to the first gap and explain that the place Linh and her friend(s) were



last weekend should go here. Let them look at the picture and identify the place (the funfair). Then have pupils look at the second gap and identify that the answer should be *we were*. Give pupils time to write the words into the gaps.

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

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

Step 4: Invite a few pairs to act out the complete exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: **1.** funfair; we were **2.** we weren't; theatre

3. We were **4.** We were at the aquarium

6. Let's play.

Goal: To revise the target vocabulary items and structures by playing *Memory game*.

Input: A picture showing two teams of pupils playing the game:



– the teacher saying *At the campsite.*

– a girl saying *We were at the campsite yesterday.*

– a boy saying *They were at the campsite yesterday*.

– a girl saying *They were at the campsite yesterday, and we were at the campsite, too*.

Procedure: **Step 1:** Tell pupils that they are going to revise the target vocabulary items and structures they learnt in Lesson 1. Explain how the game is played. Use the illustration as an example to demonstrate how to play the game. Check comprehension.

Step 2: Invite three pupils to the front of the class to demonstrate how the game works. Have them listen to the topic (e.g. *at the campsite*). The three team members decide on the order of the speakers in their team. Then the first member says where she and her friends were yesterday (e.g. *We were at the campsite yesterday.*). The second member repeats the sentence and changes the pronoun from 'we' to 'they' (e.g. *They were at the campsite yesterday.*). The third member repeats the second pupil's sentence, and says where his or her team members were yesterday (e.g. *They were at the campsite yesterday. We were at the campsite, too.*). Check comprehension.

Step 3: Divide the class into teams of three. Set a time limit for pupils to play the game. The team that says the most sets of three sentences in the time wins the game.

Outcome: Pupils can revise the target vocabulary items and structures by playing *Memory game*.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Invite two groups of three or four pupils to the front of the class to play *Memory game*.
- Ask pupils to open their books at page 64 and look at Unit 9, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Bill asking Mai where she and Minh were last Saturday

Bill: *I didn't see you and Minh last Saturday. Where were you?*

Mai: *We were at the sports centre.*

– Context **b**: Bill asking Mai what she and Minh did

Bill: *What did you do there?*

Mai: *We played badminton.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Let the class answer the question *Where were Mai and Minh last Saturday?* Check comprehension.

Step 2: Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen and familiarise themselves with the characters' voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Remind pupils to use *were* after *We*.

Step 3: Repeat the same procedure with Picture **b**. Draw pupils' attention to the question *What did you do there?* and the answer *We played badminton*. Explain that they are used to ask and answer questions about activities someone did in the past.

Step 4: Invite a few pairs to the front of the class to listen to and repeat both dialogues. Correct their pronunciation where necessary.

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

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2. Listen, point and say.



Goal: To correctly say the phrases and use *What did you do yesterday? – We ____.* to ask and answer questions about activities someone did in the past.

Input: – Picture and word cues:

a. two girls at the theatre and the phrase *listen to music*

b. two girls at the aquarium and the phrase *watch the fish*

c. two boys at the campsite and the phrase *dance around the campfire*

d. two boys playing chess and the phrase *play chess*

– Speech bubbles: *What did you do yesterday? – We ____.*

Audio script:

a. listen to music
b. watch the fish
c. dance around the campfire
d. play chess

a. *A:* What did you do yesterday?
B: We listened to music.

b. *A:* What did you do yesterday?
B: We watched the fish.

c. *A:* What did you do yesterday?
B: We danced around the campfire.

d. *A:* What did you do yesterday?
B: We played chess.

Procedure: **Step 1:** Ask pupils to look at Picture **a**. Draw their attention to two girls listening to music at the theatre. Play the first part of the recording for pupils to listen and repeat the phrase under the picture (*listen to music*), in chorus and individually, until they feel confident.

Step 2: Have pupils look at the speech bubbles and elicit the missing words in the answer (*listened to music*). Play the second part of the recording for pupils to listen to and repeat the question (*What did you do yesterday?*) and the answer (*We listened to music.*) until they feel confident. Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen*. (watch → watch*ed*, dance → dance*d*, play → play*ed*). Check comprehension.

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

Step 4: Invite a few pairs to point at the pictures and act out the exchanges. Praise good performance.

Extension: Put pupils into groups and have each group make two sentences, using the past tense of the verbs in the activity (e.g. *We listened to the radio yesterday. We watched a film on TV yesterday. They danced at the party last weekend. Yesterday afternoon, we played football after school.*). Set a time limit of one minute. The group with two correct sentences wins.

Outcome: Pupils can correctly say the phrases and use *What did you do yesterday? – We ____.* to ask and answer questions about activities someone did in the past.

3. Let's talk.



Goal: To use *Where were you yesterday? – We* ____. and *What did you do there? – We* ____. in a freer context.

Input: – Picture cues: two girls dancing around the campfire at the campsite; two boys listening to music at the theatre; two girls watching the fish at the aquarium; two boys playing badminton at the sports centre

– Speech bubbles:

Where were you yesterday? – ____.

What did you do there? – ____.

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the places and characters. Let pupils answer the questions such as *Who can you see? Where are they? What are they doing?* Remind them that the first exchange is used to ask and answer questions about where someone was yesterday and the second about activities someone did there.

Step 2: Ask them to repeat the questions in chorus. Then point at each bubble and give an example answer for pupils to repeat in chorus (e.g. *Where were you yesterday? – We were at the campsite.* and *What did you do there? – We danced around the campfire.*) Let pupils listen to and repeat the questions and the answers a few times, individually and in chorus.

Step 3: Give pupils time to work in pairs and take turns asking and answering questions about where the characters were and what they did, with the help of the picture cues. Remind them to use the verbs in the past tense.

Step 4: Invite a few pairs to the front of the class to point at the pictures and act out the exchanges.

Extension: Put pupils into pairs and have them point at each picture and take turns asking and answering with the target language in a freer context.

Suggested questions and answers for Extension activity:

The first picture:

Where were you yesterday? – We were at the park.

What did you do there? – We sang and danced.

You may ask pupils to write two sentences to illustrate each picture (e.g. The first picture: *They were at the park. They sang and danced there.*)

Outcome: Pupils can use *Where were you yesterday? – We* ____. and *What did you do there? – We* ____. in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about where someone was and what someone did in the past with *Where were you yesterday?* and *What did you do there? – We* ____.
- Ask pupils to open their books at page 65 and look at Unit 9, Lesson 2, Activity 4.

4. Listen and circle.



Goal: To listen to and understand a recording in which the character talks about the activities she and her friends did at the campsite, and circle the correct answers.

Input: Four gapped sentences, each with two answer options

Audio script:

My friends and I were at the campsite last Sunday. We did a lot of activities. In the morning, we walked around the lake. In the afternoon, we visited the zoo near the campsite. We watched peacocks, birds and elephants. In the evening, I played the guitar, and my friends danced around the campfire. We had a lot of fun.

Procedure: **Step 1:** Ask pupils to read the questions and the answers. Draw their attention to the gaps in the answers and the options given. Have them work in pairs to guess the correct options that can be used to fill the gaps. Check comprehension.

Step 2: Play the recording all the way through so that pupils can become familiar with the character's voice. Then play the recording again for them to listen and circle the correct options.

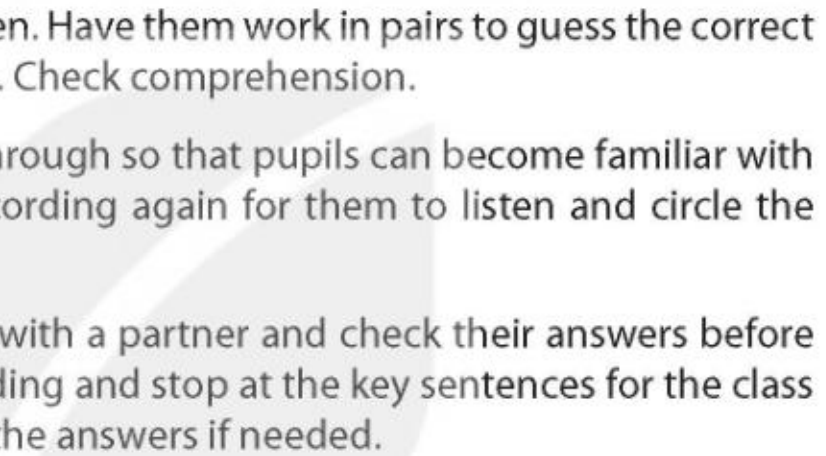
Step 3: Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop at the key sentences for the class to double-check their answers. Correct the answers if needed.

Extension: Have pupils recount the recording with the help of the answers (e.g. *We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar, and my friends danced around the campfire.*)

Outcome: Pupils can understand a recording in which the character talks about the activities she and her friends did at the campsite, and circle the correct answers according to what they hear.

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

5. Read and complete.



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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Do the first gapped exchange as a class as an example. Have pupils read the first question and identify what's missing (the place where Ben was). Draw pupils' attention to the picture and fill in the gap (*sports centre*). Then have pupils read the second question and guess the missing words in the answer (the activity Ben did). Ask them to look at the picture and elicit the missing words in the gap (*played football*). Give pupils time to read the exchange, look at the picture and fill in the gaps.

Step 2: Let pupils do the second exchange. Go around the classroom and give help where necessary. Draw their attention to the use of *we* in the answers. Explain that we put *-ed* after the verb to show an activity in the past.

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

Step 4: Invite two pairs of pupils to act out the completed exchanges in front of the class.

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

Key: 1. sports centre; played football **2.** we were; do; listened to music

6. Let's sing.

Goal: To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.



Input: – Picture cues: a boy playing the guitar at a campsite; two girls planting trees at a farm

– The lyrics and recording of the song *What did you do?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Remind them the questions and answers in the lyrics are used to talk about the places the children were and the activities they did in the past (yesterday). Discuss with the pupils the fact that the questions are the same but the answers are different in the two verses, because *you* can be used to talk to / about one person or more than one person. Encourage them to point at the pictures to reinforce their understanding. Check comprehension.

Step 2: Play the recording all the way through for pupils to listen carefully to the pronunciation and melody. Then play the recording, line by line, for them to listen and repeat. Correct their pronunciation where necessary.

Step 3: Play the recording all the way through and have pupils sing and clap along.

Step 4: Put pupils into two groups. One group sings the questions and the other group sings the answers.

Extension: Encourage pupils to use other words to replace the place in the second and fifth lines and the activity in the fourth and fifth lines of each verse. Then invite a few groups to the front of the class to sing. For example:

Where were you yesterday?

We were *on the beach*.

What did you do there?

We *played football*.

We *played football on the beach*.

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

LESSON 3 (Period 5)

Warm-up

- Greet the class, then invite one or two groups of pupils to come to the front of the class and sing *What did you do?*
- Remind pupils to prepare for the project on page 67 (Lesson 3, Activity 6) at home.
- Ask pupils to open their books at page 66 and look at Unit 9, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly pronounce the three-syllable words *'cinema* and *'bakery* with the stress on the first syllable, in isolation and in the sentences *I was at the 'cinema yesterday*. and *We were at the 'bakery yesterday*.

Input: – The word *'cinema* and the sentence *I was at the 'cinema yesterday*.

– The word *'bakery* and the sentence *We were at the 'bakery yesterday*.

Procedure: **Step 1:** Have pupils point at the word *'cinema* and the sentence *I was at the 'cinema yesterday*. Draw attention to the stress on the first syllable of the word *'cinema*. Play the recording of the word and the sentence for pupils to listen and repeat, in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary.

Step 2: Invite a few pupils to listen to and repeat the word and the sentence in front of the class. Praise them when they do the task well.

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

Step 4: Give pupils a time limit to practise saying the words and reading the sentences in pairs or groups.

Outcome: Pupils can pronounce the three-syllable words *'cinema* and *'bakery* with the stress on the first syllable, in isolation and in the sentences *I was at the 'cinema yesterday*. and *We were at the 'bakery yesterday*.

2. Circle, listen and check.

Goal: To identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.



Input: Three sets of three-syllable words

Audio script:

1. a. 'bakery	**b.** to'morrow	**c.** pa'goda
2. a. 'cinema	**b.** Oc'tober	**c.** to'morrow
3. a. 'bakery	**b.** 'stadium	**c.** after'noon

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to guess which word on each line has a different stress to the other two words and circle it. Then they will listen to the recording and check their answers. Check comprehension.

Step 2: Give pupils a time limit to do the task independently. Have them read the words and circle the ones that have a different stress from the others on the same line.

Step 3: Play the recording and have pupils listen and check their answers. Have pupils swap books with a partner and check each other's answers before checking as a class.

Step 4: Invite a few pupils to read the words to the class. Correct the stress in the words where necessary.

Extension: Invite one or two pupils to write some three-syllable words with the stress on the first syllable on the board (e.g. *yesterday, character, exercise, Saturday*). Then ask the class to say the words and write them in their notebooks. You could also ask some pupils to write a sentence with one of the words on the board and read it aloud in front of the class (e.g. *They were at the pagoda on Saturday.*)

Outcome: Pupils can identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

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

3. Let's chant.

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

Input: – Two pictures: Mai watching a film at the cinema, Mary and Nam buying cakes at the bakery

– The lyrics and recording of the chant



Procedure: **Step 1:** Have pupils read the first verse of the chant. Draw their attention to the stress in the three-syllable words ('*yesterday*, '*cinema*, '*interesting*). Check comprehension.

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

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the stress on the words '*yesterday* and '*bakery*. Check comprehension.

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

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

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to sing the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 67 and look at Unit 9, Lesson 3, Activity 4.

4. Read and complete.



Goal: To read a text and show understanding of it by completing the gaps in a mind map.

Input: – A short text about a trip to Hyde Park

– A mind map with gaps to complete

Procedure: **Step 1:** Tell pupils the goal of the activity: they should read the text and find appropriate information to complete the gaps in the mind map. Draw their attention to the first gap, which has been completed as an example (i.e. *We: jogged around the lake*). Check comprehension.

Step 2: Have pupils look at the mind map and identify the information they will need to complete the mind map (characters' names and their activities). Then have them read the text and find the information.

Step 3: Set a time limit for pupils to do the task independently. Tell pupils to use one activity for each gap. Go around the classroom and offer help if necessary.

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

Extension: Invite one or two pupils to point at the completed mind map and tell the class about the activities the characters did (e.g. *Last Saturday, they went to Hyde Park. They jogged around the lake. Toby played the guitar. Frank sang. Julia and Laura played badminton. David and the boys learned how to ride horses. Thank you for listening.*)

Outcome: Pupils can read a text and show understanding of it by completing the gaps in a mind map.

Key: **1.** played the guitar **2.** sang

3. played badminton **4.** learned how to ride horses (at Hyde Park Stables)

5. Let's write.



Goal: To complete a short text of about 30 words about outdoor activities with the help of picture cues.

Input: Four picture cues and a gapped text as a guide

Procedure: **Step 1:** Tell the class the goal of the activity: they should complete a short text with the help of the picture cues. Tell pupils that the text should be about 30 words in total. Check comprehension.

Step 2: Do the first gapped sentence together as an example. Have pupils read the sentence and elicit the answer. Then have them look at the picture and identify the place they went to (the campsite) and write it in the gap (i.e. *Last summer, we went to the campsite.*).

Step 3: Give pupils time to look at the picture cues and complete the activity independently. Go around and offer help if necessary.

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

Step 5: Invite one or two pupils to read their completed texts in front of the class.

Outcome: Pupils can complete a short text of about 30 words about outdoor activities with the help of picture cues.

Suggested answer: Last summer, we went to a campsite. In the morning, we walked around the lake. At noon, we sang songs and ate. In the afternoon, we played games. We were all happy.

6. Project



Goal: To present the results of a survey about outdoor activities to the class using the target language.

Input: – Mai presenting her survey, saying: *Last summer, Linh and I went to the campsite. We walked ____.*

– A table with three columns showing pupils' names, the places they were and the activities they did

Procedure: **Step 1:** Explain that pupils will use the survey they completed at home to tell the class about where their friends / the people who live near them went last summer and what activities they did.

Step 2: Have pupils work in groups of five. Tell each pupil to show his / her survey and tell the group about it. Go around the classroom and offer help if necessary.

Step 3: Invite a few pupils to show their surveys and tell the class about them. Praise good performances.

Outcome: Pupils can present the results of a survey about outdoor activities to the class using the target language.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hi, everyone. Here are the results of my survey. Last summer, Linh and I went to the campsite. In the morning, we walked around the lake. In the afternoon, we danced around the campfire. Minh was on the beach. He swam in the sea and read a book. We were all happy.

UNIT 10 – OUR SCHOOL TRIP

Objectives

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

- correctly pronounce the three-syllable words *No'vember* and *De'cember* with the stress on the second syllable, in isolation and in the sentences *We went to Sa Pa last No'vember.* and *They visited Da Lat last De'cember.;*
- use the phrases *Ba Na Hills, Bai Dinh Pagoda, Hoan Kiem Lake, Suoi Tien Theme Park, plant trees, play games, visit the old buildings* and *walk around the lake* in relation to the topic "Our school trips";
- use *Did they go to ____? – Yes, they did. / No, they didn't.* to ask and answer questions about a school trip;
- use *What did they do there? – They ____.* to ask and answer questions about the activities someone did on a school trip;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our school trips";
- read and write about what someone did on a school trip;
- make a mind map about a school trip and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class by saying *Hello / Hi. How are you?* and encourage pupils to respond with *I'm fine, thank you.*
- Spend a few minutes revising the previous lesson by singing the chant on page 66 and clapping.
- Ask pupils to open their books at page 68 and look at Unit 10, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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

Input: – Context **a**: Lucy and Linh meeting at school



Lucy: *Hello, Linh. How was your school trip last weekend?*

Linh: *It was great! We went to Da Nang.*

– Context **b**: Linh telling Lucy about her school trip to Da Nang

Lucy: *Did Nam and Mai go with you?*

Linh: *Yes, they did. We all enjoyed it very much.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who are they? Where are they?* and *What are they talking about?*

Step 2: Draw pupils' attention to the question *Did Nam and Mai go with you?* and the answer *Yes, they did.* Explain that they are used to ask and answer questions about what people did in the past.

Step 3: Play the recording and encourage pupils to point at each character when they are talking.

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

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

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

2. Listen, point and say.



Goal: To correctly say the phrases for the names of places and use *Did they go to ____? – Yes, they did. / No, they didn't.* to ask and answer questions about school trips in the past.

Input: – Picture and word cues:

a. two boys at Ba Na Hills, and the phrases *Ba Na Hills / yes*

b. two girls at Hoan Kiem Lake, and the phrases *Hoan Kiem Lake / yes*

c. Suoi Tien Theme Park, and the phrases *Suoi Tien Theme Park / no*

d. Bai Dinh Pagoda, and the phrases *Bai Dinh Pagoda / no*

– Speech bubbles:

Did they go to ____? – Yes, they did. / No, they didn't.

Audio script:

a. Ba Na Hills / yes

b. Hoan Kiem Lake / yes

c. Suoi Tien Theme Park / no

d. Bai Dinh Pagoda / no

a. *A:* Did they go to Ba Na Hills?

B: Yes, they did.

b. *A:* Did they go to Hoan Kiem Lake?

B: Yes, they did.

c. *A:* Did they go to Suoi Tien Theme Park?

B: No, they didn't.

d. *A:* Did they go to Bai Dinh Pagoda?

B: No, they didn't.

Procedure:

Step 1: Ask pupils to look at the pictures and identify the characters and places. Explain the use of *did* in positive answers and *didn't* in negative answers.

Step 2: Play the first part of the recording for pupils to listen to and repeat the place names under the pictures and the words *yes* and *no*, in chorus and individually, until they feel confident.

Step 3: Have pupils point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words (*Did they go to Ba Na Hills? – Yes, they did.*) Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.

Step 4: Repeat **Step 3** for Pictures **b**, **c**, and **d**. Let pupils practise asking and answering questions in pairs. Invite a few pairs to point at the pictures and ask and answer questions about the school trips. Go around the classroom to offer help if necessary.

Extension: Ask pupils to use other words to replace the names in the question and practise asking and answering questions in pairs (e.g. *Did they go to Sam Son Beach? – Yes, they did. / No, they didn't.*) Correct their pronunciation and intonation where necessary.

Outcome: Pupils can correctly say the phrases for the names of places and use *Did they go to ____? – Yes, they did. / No, they didn't.* to ask and answer questions about school trips in the past.

3. Let's talk.

Goal: To use *Did they go to ____? – Yes, they did. / No, they didn't.* in a freer context.



Input: – Picture cues: Hoan Kiem Lake, Ba Na Hills, Bai Dinh Pagoda, Suoi Tien Theme Park

– Speech bubbles:

Did they go to ____? – ____.

Procedure:

Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the places.

Step 2: Do the first picture together as an example. Elicit the missing words in the first speech bubble (*Hoan Kiem Lake*) and the second speech bubble (*Yes, they did*). Then write the sentences on the board. Get pupils to say the completed sentences. Repeat the same procedure with the other pictures.

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

Step 4: Invite a few pairs to point at the pictures and practise asking and answering questions about the school trips.

Extension: Put pupils into pairs to practise asking and answering questions about other school trips pupils have / haven't been on to different places. Praise good performances.

Suggested questions and answers for Extension exercise:

Did they go to Thu Le Zoo yesterday? – Yes, they did.

Did they go to Ha Long Bay last month? – Yes, they did.

Did they go to Dong Xuan Market last weekend? – No, they didn't.

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You could also ask each pupil to write two sentences illustrating two pictures. For example: *The first picture: They were at / went to Hoan Kiem Lake yesterday. The third picture: They were at / went to Bai Dinh Pagoda last weekend.*

Outcome: Pupils can use *Did they go to ____? – Yes, they did. / No, they didn't.* in a freer context.

Preparation for the project: Tell pupils about the project on page 73. Tell them to make a mind map about a school trip. Tell them to bring their mind maps to the class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class. Then use flash cards (e.g. *Hoan Kiem Lake, Suoi Tien Theme Park, Bai Dinh Pagoda, Ba Na Hills, Ha Long Bay, Nha Trang Beach*) to revise the target language in Period 1 by asking *Did they go to ____?* and answering *Yes, they did. / No, they didn't.*
- Ask pupils to open their books at page 69 and look at Unit 10, Lesson 1, Activity 4. Tell pupils what they will learn in this lesson.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about their school trip, and tick or cross the pictures.

Input: Picture cues:

1. two boys at Hoan Kiem Lake

2. two girls at Suoi Tien Theme Park

3. two pupils and their teacher at Bai Dinh Pagoda

4. two pupils and their teacher at Ba Na Hills

Audio script:

1. *A:* Did they go to Hoan Kiem Lake yesterday?

B: Yes, they did. It was fantastic!

2. *A:* It was their school trip last weekend.

B: Did they go to Suoi Tien Theme Park?

A: No, they didn't. They went to Ba Na Hills.

3. *A:* Did they go to Bai Dinh Pagoda on the school trip last Sunday?

B: Yes, they did. It was great!

4. *A:* Did they go to Ba Na Hills on the school trip last month?

B: No, they didn't. They went to Ha Long Bay.

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Procedure: **Step 1:** Draw pupils' attention to the pictures and ask *Where are they?* Remind them to look at the places while listening.

Step 2: Do Picture **1** together as an example. Have pupils look at the picture and identify the place (Hoan Kiem Lake). Play the recording of the first conversation (*Did they go to Hoan Kiem Lake yesterday? – Yes, they did.*) and ask pupils to tick the box.

Step 3: Play the recording of the other conversations for pupils to listen and tick or cross the appropriate boxes.

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

Extension: Play the recording sentence by sentence for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.
You could also have pupils point at the pictures and tell the class about the places the characters went to (e.g. *Look at Picture **1**. The boys went to Hoan Kiem Lake yesterday. Look at Picture **2**. The girls didn't go to Suoi Tien Theme Park. Look at Picture **3**. The children (and their teacher) didn't go to Bai Dinh Pagoda. Look at Picture **4**. The children (and their teacher) went to Ba Na Hills.*)

Outcome: Pupils can understand four communicative contexts in which characters ask and answer questions about their school trip, and can tick or cross the pictures according to what they hear.

Key: **1.** ✓ **2.** × **3.** ✓ **4.** ×

5. Read and circle.

Goal: To circle the correct options in four exchanges with the help of picture cues.


5 Read and circle.

1. A: Did they go to Ba Na Hills last weekend?
   B: Yes, they did. / No, they didn't. It was beautiful!
2. A: Did your class go to Ho Tay Water Park?
   B: No, we don't / didn't. We went to Hoan Kiem Lake / Thu Le Zoo.
3. A: Did they go to Hyde Park on the school trip last summer?
   B: Yes, they did / do. It was great!
4. A: Did / Do they go to the Opera House on the school trip last year?
   B: No, they didn't. They went to Bai Dinh Pagoda / Ba Na Hills.

Input: – Picture cues:

1. two children at Ba Na Hills

2. three children at Hoan Kiem Lake

3. two children at Hyde Park

4. two children at Bai Dinh Pagoda

– Four exchanges with options to circle

Procedure: **Step 1:** Do Exchange **1** together as an example. Have pupils read the question and identify the place the characters went last weekend (Ba Na Hills). Then draw pupils' attention to the picture (two children at Ba Na Hills) and have them circle the appropriate phrase in the answer.

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

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

Step 4: Invite four pairs of pupils to act out the completed exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can circle the correct options in four exchanges with the help of picture cues.

Key: **1.** Yes, they did. **2.** didn't; Hoan Kiem Lake
3. did **4.** Did; Bai Dinh Pagoda

6. Listen, complete and sing.



Goal: To listen to and complete the song *Did they go to Suoi Tien Theme Park?* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *Did they go to Suoi Tien Theme Park?*

Procedure: **Step 1:** Tell pupils the aim of the activity: They listen to the song and fill in the gaps in the lyrics and then sing it with the correct pronunciation, rhythm and melody.

Step 2: Have pupils read the lyrics and guess the word(s) to fill in the gaps. For example, the verb *watch* is used to fill in the first gap because it is part of the phrase *watch a film*. Then have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary. Check answers as a class.

Step 3: Play the recording and let pupils listen to and practise singing the song, line by line, until they feel confident. Then divide the class into two groups. One group sings the questions and the other sings the answers.

Step 4: Invite a few groups to the front of the class to sing the song. The class may sing along and clap.

Outcome: Pupils can complete the song *Did they go to Suoi Tien Theme Park?* and sing it with the correct pronunciation, rhythm and melody.

Key: **1.** watch **2.** swimming pool **3.** badminton

LESSON 2 (Period 3)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class, then invite a group of pupils to the front of the class to sing the song *Did they go to Suoi Tien Theme Park?* The class sings along and claps hands.
- Ask pupils to open their books at page 70 and look at Unit 10, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



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

Input: – Context **a**: Mai and Nam talking about their friends' school trip last weekend

Mai: *Where did Mary and Bill go on the school trip last weekend?*

Nam: *They went to Ba Na Hills.*

– Context **b**: Mai and Nam talking about their friends' activities on their school trip

Mai: *What did they do there?*

Nam: *They visited the buildings.*

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

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

Step 3: Repeat **Step 2** for Picture **b**. Draw pupils' attention to the question *What did they do there?* and the answer *They visited the old buildings.* Explain that the question and answer are used to talk about activities someone did on their school trip.

Step 4: Invite a few pairs to listen to and repeat the exchanges. Then nominate pairs of pupils to act out the exchanges.

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

2. Listen, point and say.

Goal: To correctly say the phrases and use *What did they do there? – They _____.* to ask and answer questions about activities someone did on a school trip.



Input: – Picture and word cues:

a. two girls visiting the old buildings, and the phrase *visit the old buildings*

b. two boys planting trees, and the phrase *plant trees*

c. some children playing games, and the phrase *play games*

d. two children walking around the lake, and the phrase *walk around the lake*

– Speech bubbles: *What did they do there? – They _____.*

Audio script:

a. visit the old buildings **b.** plant trees

c. play games **d.** walk around the lake

a. *A:* What did they do there?

B: They visited the old buildings.

b. *A:* What did they do there?

B: They planted trees.

c. *A:* What did they do there?

B: They played games.

d. *A:* What did they do there?

B: They walked around the lake.

Procedure: **Step 1:** Do Picture **a** together as an example. Ask pupils to look at the picture and identify the place (Ba Na Hills) and the activity (visit the old buildings). Play the recording of the first phrase for pupils to listen and repeat, in chorus and individually, until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 2: Draw pupils' attention to the speech bubbles and elicit the missing words in the answer. Play the second part of the recording that accompanies Picture **a** (*What did they do there? – They visited the buildings.*). Ask the pupils to listen to and repeat the sentences a few times. Remind pupils to add *-ed* at the end of the verb *visit* to express the past action.

Step 3: Repeat **Step 2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.

Step 4: Invite a few pairs to act out the exchange at the front of the class.

Extension: If time allows, have pupils look at each picture and write two sentences with the phrases they have learnt in Unit 10 (e.g. The second picture: *Last weekend, they went to the park. They planted trees there.*). Then get pupils to read the sentences aloud in front of the class.

Outcome: Pupils can correctly say the phrases and use *What did they do there? – They* ____. to ask and answer questions about activities someone did on a school trip.

3. Let's talk.

Goal: To use *Where did they go last weekend? – They* ____. and *What did they do there? – They* ____. in a freer context.



Input: – Picture cues: two children playing games at Suoi Tien Theme Park; two children planting trees on a farm; two children walking around Hoan Kiem Lake; two children visiting the old buildings in Hoi An

– Speech bubbles:

Where did they go last weekend? – ____.

What did they do there? – ____.

Procedure: **Step 1:** Ask pupils to look at the picture and identify the places and the activities. Ask questions such as *Where were they?* and *What did they do?* Remind them that the first exchange is about the place someone went to and the second exchange is about the activities someone did on a school trip.

Step 2: Give pupils time to work in pairs and take turns pointing at the pictures and acting out the exchanges. Remind them to use the past tense of the verbs in the answers.

Step 3: Invite a few pairs to come to the front of the class, point at a picture and act out an exchange.

Extension: Put pupils into pairs and have them take turns practising the target structures with different places and activities of their choosing. Go around and offer help where necessary.

Suggested answers to Extension exercise:

They went to the campsite. They danced around the campfire.

They went to the city centre. They visited the museum.

They went to the cinema. They watched a new film.

They went to the sports centre. They played basketball.

Outcome: Pupils can use *Where did they go last weekend? – They ____.* and *What did they do there? – They ____.* in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then spend a few minutes revising the previous lessons by inviting a few pairs of pupils to ask and answer questions about the places the characters in the book went to and the activities they did on their school trips, using *Where did they go yesterday / last weekend? – They ____.* and *What did they do there? – They ____.*
- Ask pupils to open their books at page 71 and look at Unit 10, Lesson 2, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about where they went and what they did on their school trip, and tick the correct pictures.



Input: Picture cues:

1a. Bill and Minh picking apples on a farm

1b. Bill and Minh planting trees on a farm

1c. Bill and Minh painting pictures on a farm

2a. Mai and Lucy walking around Hoan Kiem Lake

2b. Mai and Lucy visiting Ngoc Son Temple at Hoan Kiem Lake

2c. Mai and Lucy taking photos at Hoan Kiem Lake

Audio script:

1. *A:* Did they go to the zoo on the school trip last weekend?

B: No, they didn't. They went to a farm.

A: What did they do there?

B: They planted trees.

2. *A:* Did they go to Thong Nhat Park yesterday?

B: No, they didn't. They went to Hoan Kiem Lake.

A: What did they do there?

B: They walked around the lake.

Procedure: **Step 1:** Ask pupils to look at Pictures **1a**, **1b** and **1c** and identify the characters, the place and activities. Ask *Who are they?, Where were they? / Where did they go?* and *What did they do?* Draw their attention to the places they went to and the activities they did there. Check comprehension.

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

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

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

Extension: If time allows, play the recording sentence by sentence for the class to listen to and repeat the dialogues. Correct their pronunciation where necessary. You could also put pupils into pairs and have them point at the pictures and act out the dialogues (e.g. for Picture **1a**: *Where were they? / Where did they go? – They were on the farm. / They went to the farm. What did they do there? – They picked apples.*)

Outcome: Pupils can understand two communicative contexts in which characters ask and answer questions about places they went to and activities they did on their school trip, and can tick the correct pictures according to what they hear.

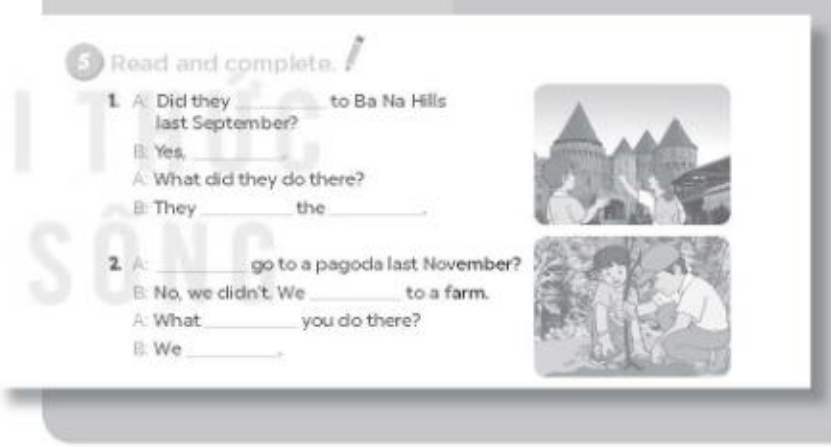
Key: 1. b **2.** a

5. Read and complete.

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

Input: – Two picture cues

– Two gapped exchanges to complete



Procedure: **Step 1:** Do the first gapped exchange with the class as an example. Have pupils read the first question and guess the missing words (*go*) and the answer (*they did*). Then ask them to read the second answer and guess the missing words. Draw pupils' attention to the picture and elicit the activity they did (*visited; buildings*) and have them fill in the gaps.

Step 2: Give pupils a time limit to complete the second gapped exchange independently. Go around and offer help where necessary.

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

Step 4: Invite two pairs of pupils to act out the completed exchanges in front of the class.

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

Key: 1. go; they did; visited; buildings **2.** Did you; went; did; planted trees

6. Let's play.



Goal: To revise the target vocabulary items and structures by playing the game *What did they do there?*

Input:

– An illustration of two groups of pupils playing the game

– Four flash cards illustrating the activities of a school trip in different places

– Speech bubble:

Last weekend, they went to Ba Na Hills. They visited the famous buildings there.

Procedure:

Step 1: Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lessons **1** and **2** through a game. Explain how the game is played. Use the illustration as an example to demonstrate how to play the game. Check comprehension.

Step 2: Hang four or six flash cards / pictures on the board. Invite two groups of pupils (of three or four pupils each) to the front of the class. Each group chooses one of the flash cards / pictures that they imagine they have gone on a school trip and makes notes about the activities they have done.

Step 3: Let the group members take turns to point at the flashcards / pictures and tell the class about the places 'they' went to and the activities 'they' did there. The group that says the most correct sentences in the shortest time wins the game.

Outcome: Pupils can revise the target vocabulary items and structures learnt in Lessons **1** and **2** by playing the game *What did they do there?*

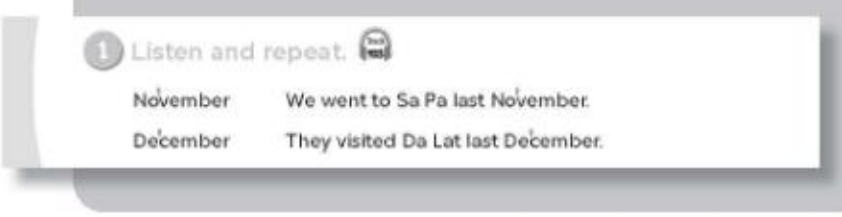
LESSON 3 (Period 5)

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Warm-up

- Greet the class, then invite two groups of pupils to come to the front of the class and play the game *What did they do there?*
- Remind pupils to prepare for the project on page 73 (Lesson 3, Activity 6) at home.
- Ask pupils to open their books at page 72 and look at Unit 10, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly pronounce the three-syllable words *No'vember* and *De'cember* with the stress on the second syllable, in isolation and in the sentences *We went to Sa Pa last No'vember.* and *They visited Da Lat last De'cember.*

Input: – The word *No'vember* and the sentence *We went to Sa Pa last No'vember.*

– The word *De'cember* and the sentence *They visited Da Lat last De'cember.*

Procedure: **Step 1:** Have pupils look at the word *No'vember* and the sentence *We went to Sa Pa last No'vember.* Draw their attention to the stress on the second syllable of the word *No'vember.* Play the recording of the word and sentence for pupils to listen and repeat, in chorus and individually, until they feel confident. Correct their pronunciation if necessary.

Step 2: Invite a few pupils to listen to and repeat the stressed word and the sentence in front of the class. Praise good pronunciation.

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

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

Extension: Have pupils brainstorm some other three-syllable words with the stress on the second syllable (e.g. *December, October, banana, pagoda*). Then ask them to read the words aloud.

Outcome: Pupils can correctly pronounce the three-syllable words *No'vember* and *De'cember* with the stress on the second syllable, in isolation and in the sentences *We went to Sa Pa last No'vember.* and *They visited Da Lat last De'cember.*

2. Circle, listen and check.



Goal: To identify the stress on some three-syllable words and circle the word with a different stress pattern from the other words.

Input: Three sets of three-syllable words

Audio script:

1. a. Sep'tember	**b.** 'yesterday	**c.** 'Saturday
2. a. Oc'tober	**b.** 'Saturday	**c.** De'cember
3. a. ba'nana	**b.** 'bakery	**c.** 'badminton

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to identify one word in each line that is stressed differently to the others. Then they will listen to the recording and check their answers. Check comprehension.

Step 2: Give pupils a time limit to do the task independently. Then get pupils to swap books with a partner to check their answers.

Step 3: Play the recording and have pupils listen and check their answers. Correct them where necessary. Then invite a few pupils to read the words aloud in front of the class. Correct the stress in the words where necessary.

Extension: Have pupils brainstorm some other three-syllable words with the stress on the second syllable (e.g. *pagoda*). Then ask them to read the words aloud. You could also have pupils write two sentences with the words they have brainstormed (e.g. *I went to the bakery last* ***October****. Did you go to the* ***pagoda*** *yesterday?*) Then let them read aloud the sentences in front of the class.

Outcome: Pupils can identify the stress on some three-syllable words and circle the word with a different stress pattern from the other words.

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

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3. Let's chant.



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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and draw their attention to the stressed syllable in the words *No'vember* and *De'cember*. Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to how the stress sounds on the words *No'vember* and *De'cember*. Encourage them to clap while chanting.

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Check comprehension.

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

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

LESSON 3 (Period 6)

Warm-up

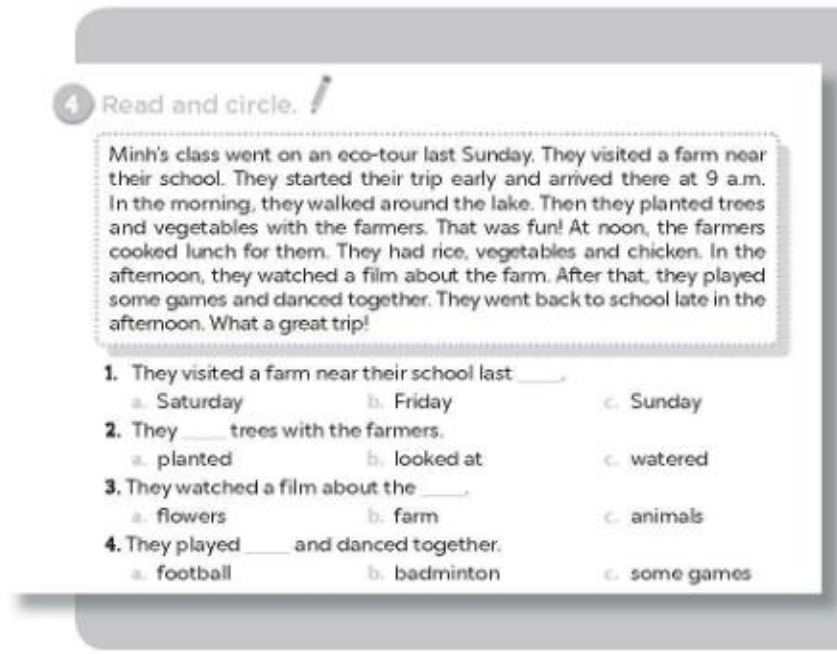
- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along. Check if pupils have brought their mind maps to class.
- Ask pupils to open their books at page 73 and look at Unit 10, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read and show understanding of a text by completing the gapped sentences.

Input: – A short text about a class trip to an eco-farm

– Four gapped sentences, each with three answer options



Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and choose the correct options to complete the gapped sentences. Check comprehension.

Step 2: Do Sentence **1** with the class as an example. First, have pupils read the sentence and identify the gap and the options given (*They visited a farm near their school last ____. **a.** Saturday **b.** Friday **c.** Sunday*). Then have them read the text to find the appropriate information from the text (*Minh's class went on an eco-tour last Sunday.*) and have them select the correct option to fill the gap (***c.** Sunday*).

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

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

Extension: Have pupils recount the main ideas of the text using the information in four sentences they have completed (e.g. *They (Minh's class) visited a farm near their school last Sunday. They planted trees with the farmers. They watched a film about the farm. They played some games and danced together.*)

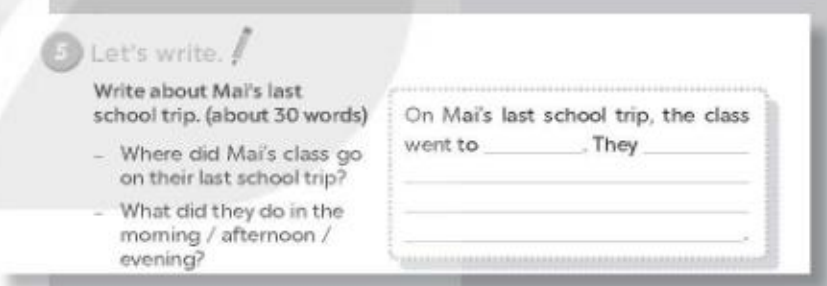
Outcome: Pupils can read and show their understanding of a text by completing the gapped sentences.

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

5. Let's write.

Goal: To complete a text of about 30 words about Mai's last school trip.

Input: Two questions and a writing frame



Procedure: **Step 1:** Tell the class the goal of the activity. Explain that they should answer the questions and use the writing frame to complete their text. Tell pupils that they should write about 30 words. Check comprehension.

Step 2: Have pupils complete the first sentence together as an example. Ask them to answer the first question (*Where did Mai's class go on their last school trip?*) and elicit a place (e.g. *Ba Na Hills*). Then have them complete the first sentence of the text (e.g. *On Mai's last school trip, they went to Ba Na Hills.*).

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

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

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

Outcome: Pupils can complete a text of about 30 words about Mai's last school trip.

Suggested answer:

On Mai's last school trip, the class went to Ba Na Hills. They visited the buildings. They walked along the Golden Bridge and took photos of the flowers. They also listened to music and watched the dances. They had a lot of fun.

6. Project



Goal: To present a mind map about a school trip to the class using the target language.

Input: A mind map of a day trip to a farm containing pictures of the pupils' activities in the morning and the afternoon

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they should select some pictures illustrating the activities they did on a trip. Then they stick the pictures on the mind map and present it to their groups.

Step 2: Have pupils work in groups of five. Each pupil shows his / her mind map and tells the group about it.

Step 3: Invite a few pupils to show their mind maps and tell the class about them. Praise good performances.

Outcome: Pupils can present a mind map about a school trip to the class using the target language.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hi. Our class went on a day trip to a farm yesterday. In the morning, we planted trees. We watered the vegetables. In the afternoon, we played badminton and danced. We had a lot of fun.

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REVIEW 2

Objectives

By the end of the review section, pupils will be able to:

- correctly use the following sentence patterns:
  - *Where's the _____? – It's on the _____.*
  - *Could you tell me the way to the computer room, please? – _____.*
  - *What school activity does he / she like? – He / She likes _____.*
  - *Why does he / she like _____? – Because he / she thinks it's _____.*
  - *Where are the _____? – They're _____.*
  - *Whose _____ is this? – It's _____.*
  - *Were you at the _____ yesterday? – Yes, we were. / No, we weren't.*
  - *What did you do yesterday? – We _____.*
  - *Did they go to _____? – Yes, they did. / No, they didn't.*
  - *What did they do there? – They _____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class. Ask pupils to choose a chant from Units 6 to 10 and chant together.
- Ask pupils to open their books at page 74 and look at Review 2, Activity 1. Tell them what they will learn in this lesson.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts in which characters talk about familiar topics, and tick the correct pictures.

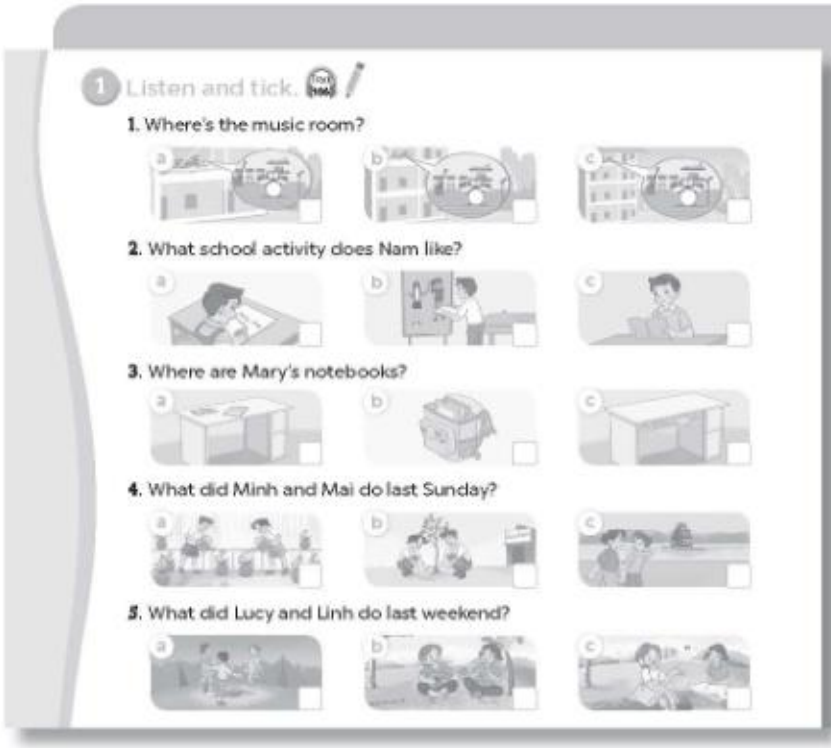
Input: Picture cues:

1a. a music room on the 1st floor

1b. a music room on the 2nd floor

1c. a music room on the 3rd floor

2a. Nam solving a maths problem



2b. Nam doing a project

2c. Nam reading a book

3a. two notebooks on a desk

3b. two notebooks in a school bag

3c. two notebooks in a desk

4a. Minh and Mai watering the flowers

4b. Minh and Mai planting trees

4c. Minh and Mai walking around Hoan Kiem Lake

5a. Lucy and her friends dancing

5b. Lucy playing the guitar and Linh singing

5c. Lucy and Linh listening to music

Audio script:

1. *A:* What a nice school!

B: Thank you. Let me show you around. There's a new music room.

A: Where is it?

B: It's on the first floor.

2. *A:* Does Nam like doing projects?

B: No, he doesn't.

A: What school activity does he like?

B: He likes solving maths problems.

3. *A:* Are your notebooks on the desk, Mary?

B: No, they aren't.

A: Where are your notebooks?

B: They're in the desk. Look, there!

4. *A:* Did you and Mai go to the eco-farm last Sunday, Minh?

B: Yes, we did. It was great!

A: What did you do there?

B: We planted trees.

5. *A:* Where were Lucy and Linh last weekend?

B: They were at the campsite.

A: What did they do there?

B: They danced around the campfire.

Procedure:

Step 1: Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the school room and the floors. Then play the recording for Question **1** for pupils to listen. Play it again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with Questions **2**, **3**, **4** and **5**.

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

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Step 3: Play the recording again for pupils to double-check their answers.

Extension: Read Conversation **1** aloud but change information. For example:

A: What a nice school!

B: Thank you. Let me show you around. There's a new music room.

A: Where is it?

B: It's on the **second** floor.

Have pupils raise their hand when the information is different. Invite a pupil to correct the information.

Outcome: Pupils can understand five communicative contexts in which characters talk about familiar topics, and they can tick the correct pictures according to what they hear.

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

2. Ask and answer.



Goal: To ask and answer questions using picture cues and / or personal information.

Input: – A picture cue

– Four questions

Procedure: **Step 1:** Draw pupils' attention to Question **1**. Have the class read the question in chorus. Have pupils look at the picture. Elicit the answer (*She likes drawing pictures.*) and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure for Questions **2** and **3**. Remind pupils to use personal information for Question **4**.

Step 2: Have pupils take it in turns to practise asking and answering the questions. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs of pupils to take it in turns to role-play the target exchanges in front of the class.

Outcome: Pupils can ask and answer questions using a picture cue or their personal information.

Suggested answers:

1. She likes drawing pictures.

2. They're on the desk.

3. It's Mai's.

4. Yes, I do. Because I think it's interesting.

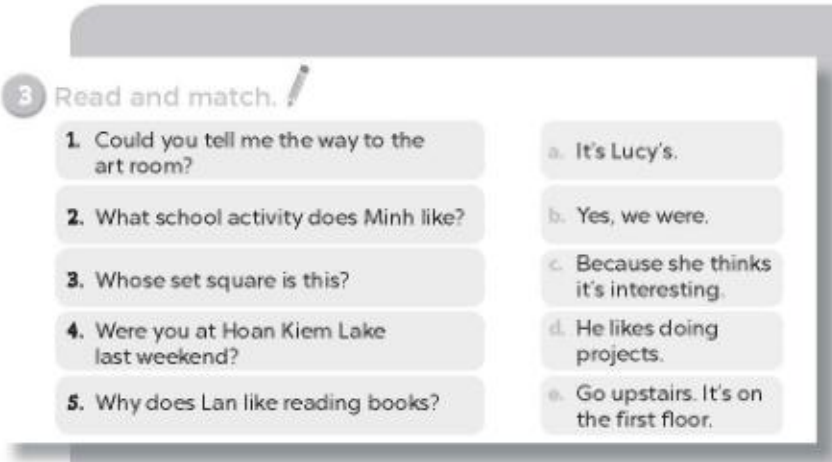
Period 2

Warm-up

- Greet the class. Ask pupils to choose a game from Units 6 to 10 to play.
- Get pupils to open their books at page 75 and look at Review 2, Activity 3.

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3. Read and match.



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

Input: Five pairs of questions and answers, forming simple exchanges

Procedure: **Step 1:** Draw pupils' attention to the questions and answers. Tell them how to do the activity. Point at Question **1** (*Could you tell me the way to the art room?)* and elicit the answer that matches it (*Go upstairs. It's on the first floor.*). Have pupils read aloud the answer. Have pupils draw a line to match Question **1** with answer option **e**.

Step 2: Give pupils time to do the rest of the task independently. Go around the classroom to offer support.

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

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

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

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

4. Read and number.



Goal: To read a text about Lan's class trip to Ba Na Hills and order the sentences.

Input: – A text about Lan's class trip to Ba Na Hills

– Four sentences

Procedure: **Step 1:** Tell pupils about the goal of the activity. Draw pupils' attention to the sequence of the activities in the text. Elicit the words indicating the sequence, *first, then, after that.*

Step 2: Have pupils read the main text.

Step 3: Set a time limit for pupils to do the task. Have them read sentences **a** to **d** and number them **1** to **4** to match the order they appear in the main text. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their answers with a partner, then check answers together as a class.

Extension: Ask pupils some questions about the reading text. For example, *Where did Lan's class go last Saturday? What did they do first? What did they do then? Where did they play some games?* and *How was their trip?*

Outcome: Pupils can read a text about Lan's class trip to Ba Na Hills and order the sentences.

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

5. Let's write.


5 Let's write.

Write about your trip last Sunday.
(about 30 words)

- Where did you go last Sunday?
- What did you do there in the morning?
- What did you do in the afternoon?
- How was your trip?

Last Sunday, I went to ____

Review 2 75

Goal: To write a short paragraph of about 30 words about a trip last Sunday.

Input: A writing frame and four guiding questions

Procedure: **Step 1:** Ask pupils to read the guiding questions. Tell them that they should write a short paragraph of about 30 words about their trip last Sunday. Check comprehension. Tell pupils that they can make up an answer or use real information.

Step 2: Have pupils answer the first question together as an example. Ask them to read the question and elicit where they went the previous Sunday. Then have them complete the first sentence, e.g. *Last Sunday, I went to Hoan Kiem Lake.*

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

Step 4: Get pupils to swap their paragraphs with a partner, then invite a few pupils to read their paragraphs in front of the class.

Outcome: Pupils can write a short paragraph of about 30 words about their trip last Sunday.

Suggested answer:

Last Sunday, I went to Hoan Kiem Lake with my friends. In the morning, we walked around the lake. In the afternoon, we saw a puppet show. Our trip was lots of fun.

EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class and spend a few minutes revising Unit 10 by having pupils sing the song *Did they go to Suoi Tien Theme Park?* on page 69 and say the chant on page 72.
- Get pupils to open their books at page 76 and look at Extension activities, Activity 1.

1. Write the activities in the correct places.


1 Write the activities in the correct places.

ice skating | horse riding | mountain biking | swimming in the sea
skiing | taking photos | visiting a museum | playing beach volleyball

Adventure holiday
- *hiking*
- ____
- ____

Beach holiday
- *going on a boat tour*
- ____
- ____

Sightseeing holiday
- *shopping*
- ____
- ____

Winter holiday
- *building a snowman*
- ____
- ____

Goal: To revise vocabulary related to activities by correctly categorising activities.

Input: – A word box containing eight activities

– Four boxes with the category headings *Adventure holiday, Beach holiday, Sightseeing holiday* and *Winter holiday*

Procedure: **Step 1:** Have pupils read the activities in the word box aloud. Correct pronunciation where necessary. To check understanding, have pupils come to the front of the class in turn and silently act out the activities while the rest of the class guesses what they are. While they do this, copy the four category boxes onto the board.

Step 2: Do *ice skating* with the class as an example. Ask: *When do you go ice skating? Where? What kind of holiday is it?* Elicit *winter holiday* and write *ice skating* under that heading on the board.

Step 3: Have pupils work in pairs to complete the activity. Ask them to check their answers in groups of four. Then ask a pupil from each group to come to the front of the class and write an answer on the board, taking turns until the category boxes are complete. Each time, ask the other groups if they agree. Tell the class that *taking photos* could fit into any of the categories, but perhaps fits best under *Sightseeing holiday*.

Extension: Elicit other activities that can be added to the categories.

Outcome: Pupils can revise vocabulary related to activities by correctly categorising activities.

Key:

Adventure holiday: horse riding; mountain biking

Beach holiday: swimming in the sea; playing beach volleyball

Sightseeing holiday: taking photos; visiting a museum

Winter holiday: ice skating; skiing

2. Answer the questions about your last holiday.



Goal: To write details about a holiday.

Input: Five questions about different aspects of a holiday, with blanks for pupils' answers

Procedure: **Step 1:** Tell pupils the goal of this activity: They need to answer five questions about their last holiday.

Step 2: Have five pupils read the questions aloud. Each time, provide a sample answer and write your answer on the board. Then ask some pupils the questions and have them reply aloud, providing support where necessary. Elicit some further reasons for enjoying or not enjoying a holiday and write them on the board (*I did(n't) enjoy the holiday because ... I had fun / I love hiking / it was very cold / I didn't go on a boat tour.*).

Step 3: Tell pupils that they need to write in full sentences. Give them time to complete the activity independently.

Step 5: Have pupils check their answers in pairs before checking some of their answers as a class.

Outcome: Pupils can write details about a holiday.

Suggested answers:

1. I went to Nha Trang.

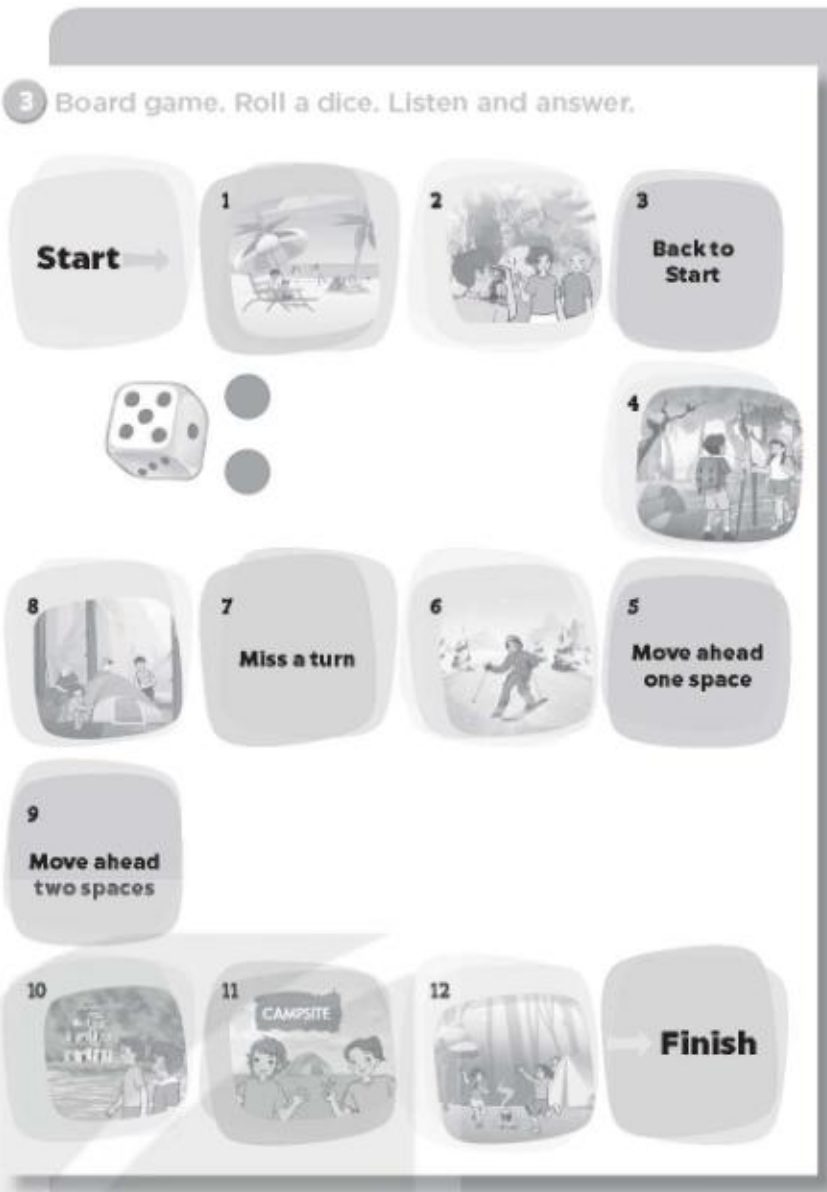
2. It was a beach holiday.

3. I went with my mum, my dad and my sister.

4. We ate seafood and swam in the sea.

5. Yes, I did. Because I love seafood and the sea there.

3. Board game. Roll a dice. Listen and answer.



Goal: To review the target vocabulary and sentence patterns by playing a board game.

Input: A board game with 12 spaces

Procedure: **Step 1:** Play the game as a whole class. Divide the pupils into four groups. Determine which group goes first, second, third and fourth.

Step 2: Each group rolls the dice in turn. A member of each group moves the group's counter forward by the number of spaces indicated by the dice.

Step 3: When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Back to Start*, *Move ahead one space*, *Miss a turn* and *Move ahead two spaces*. When landing on these spaces, the instructions must be followed. Check comprehension.

Questions:

1. What type of holiday is it?
2. What do people do on a sightseeing holiday?
4. Do people usually go hiking on an adventure holiday?
6. What type of holiday is it?
8. What do people do on a camping holiday?
10. Did Nam and Minh go to Hoan Kiem Lake yesterday?
11. Were Linh and Mai at the campsite last weekend?
12. What did they do at the campsite?

Step 4: The game continues until one or all groups reach the "Finish" space.

Step 5: Write the questions on the board. Have pupils sit in groups of three or four and repeat **Steps 1–4** to play again in their groups.

Outcome: Pupils can review the target vocabulary and sentence patterns by playing a board game.

Key:

1. It's a beach holiday.
2. They take photos.
4. Yes, they do.
6. It's a winter holiday.
8. They put up a tent.
10. Yes, they did.
11. Yes, they were.
12. They danced around the campfire.

UNIT 11 – FAMILY TIME

Objectives

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

- stress the correct words in *Wh*-questions such as '*When did you 'go to 'London?* and '*What did they 'do in 'Finland?*;
- use the phrases *buy souvenirs, collect seashells, eat seafood, see some interesting places, take a boat trip around the bay,* and *walk on the beach* in relation to the topic "Family time";
- use *Did you ____? – Yes, I ____. I ____.* to ask and answer questions about whether someone did something;
- use *What did your family do in ____? – We ____.* to ask and answer questions about activities someone did somewhere;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Family time";
- read and write about what someone's family did the previous weekend;
- make photo journals about summer activities and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by saying the chant in Unit 10. Get pupils to open their books at page 6 and look at Unit 11, Lesson 1, Activity 1.
- Write the title *Family time* 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 focusing on asking and answering questions about whether someone did something in the past.

Input: Context **a**: Mary asking Mai about Mai's family

Mary: *Hi Mai, where did your family go last Sunday?*

Mai: *We went to the beach.*



Context **b**: Mai answering Mary's question

Mary: *Did you swim?*

Mai: *Yes, I did. I swam with my mother.*

Mary: *That's great!*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b**, and identify the characters and their activities.

Step 2: Ask pupils to look at the pictures. Play the recording for them to listen. Play it again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw their attention to the question *Did you swim?* and the answer *Yes, I did. I swam with my mother*. Tell pupils that this question and the answer are about people doing activities in the past.

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

2. Listen, point and say.

Goal: To correctly say the phrases and use *Did you ____? – Yes, I ____. I ____.* to ask and answer questions about whether someone did something in the past.



Input: – Picture and word cues:

a. a girl swimming with her mother, and the phrases *swim / with my mother*

b. a girl taking photos with her father, and the phrases *take photos / with my father*

c. a girl collecting seashells with her brother, and the phrases *collect seashells / with my brother*

d. a girl walking on the beach with her family, and the phrases *walk on the beach / with my family*

– Speech bubbles: *Did you ____? – Yes, I ____. I ____.*

Audio script:

a. swim / with my mother

b. take photos / with my father

c. collect seashells / with my brother

d. walk on the beach / with my family

a. *A:* Did you swim?

B: Yes, I did. I swam with my mother.

b. *A:* Did you take photos?

B: Yes, I did. I took photos with my father.

c. *A:* Did you collect seashells?

B: Yes, I did. I collected seashells with my brother.

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d. *A:* Did you walk on the beach?

B: Yes, I did. I walked on the beach with my family.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and identify the characters and their activities in the past.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrases *swim / with my mother*.

Step 3: Draw pupils' attention to Picture **a** again and have them listen to the second part of the recording and repeat *Did you swim? – Yes, I did. I swam with my mother.*

Step 4: Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class listen to and repeat the questions and answers a few times.

Step 5: Have pairs practise asking and answering using the picture cues and the phrases.

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

Extension: Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles.

Outcome: Pupils can correctly say the phrases and use *Did you ____? – Yes, I ____. I ____.* to ask and answer questions about whether someone did something in the past.

3. Let's talk.

Goal: To use *Did you ____? – Yes, I ____. I ____.* in a freer context.



Input: – Picture cues: a girl taking photos with her mother; a boy collecting seashells with his brother; a boy walking on the beach with his family; a boy swimming with his father

– Speech bubbles: *Did you ____? – ____.*

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

Step 2: Put pupils into pairs and have them practise asking and answering questions about whether someone did something in the past. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to the front of the class to ask and answer questions about whether someone did something in the past using the picture cues. Praise pupils if they perform well.

Outcome: Pupils can use *Did you ____? – Yes, I ____. I ____.* in a freer context.

Key:

Did you take photos? – Yes, I did. I took photos with my mother.

Did you collect seashells? – Yes, I did. I collected seashells with my brother.

Did you walk on the beach? – Yes, I did. I walked on the beach with my family.

Did you swim? – Yes, I did. I swam with my father.

Preparation for the project: Tell pupils about the project on page 11. Ask each pupil to prepare a photo journal at home using photos / pictures of activities they did the previous summer. Remind them to bring the photo journals to class to present them at Project time.

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LESSON 1 (Period 2)

Warm-up

- Spend a few minutes revising the previous lesson by asking the question *Did you ____?* and call on a few pupils to answer the question.
- Get pupils to open their books at page 7 and look at Unit 11, Lesson 1, Activity 4.

4. Listen and match.



Goal: To listen to and understand four communicative contexts about people doing activities in the past and match four characters with the correct pictures.

Input: Picture cues:

1. Mai **2.** Nam **3.** Mary **4.** Ben

a. a family walking on the beach

b. a girl and boy collecting seashells

c. a family taking photos

d. a boy and girl swimming in the sea

Audio script:

1. *A:* Did you take photos in Ha Long last weekend, Mai?

B: Yes, I did. I took photos with my family.

2. *A:* Did you go to the beach yesterday, Nam?

B: Yes, I did. I swam with my sister there.

3. *A:* Did you collect seashells on Nha Trang Beach last Sunday, Mary?

B: Yes, I did. I collected seashells with my brother.

4. *A:* Did you walk on the beach at Co To Island last summer, Ben?

B: Yes, I did. I walked on the beach with my family.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *Who do you see?* and *What are they doing?* to elicit the characters' names and the activities in the pictures. Tell them that they need to match the people **1** to **4** with the activities **a** to **d**.

Step 2: Play the recording for pupils to listen. Play it again for them to do the task by matching the characters to their activities. Play the recording a third time to give pupils another listening opportunity if necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Did Mai take photos with her family in Ha Long? Did Nam swim with his sister (in the sea)?*

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Outcome: Pupils can understand four communicative contexts about people doing activities in the past and match four characters with the correct pictures.

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

5. Read and circle.


5 Read and circle.

1. A: Did you swim yesterday?
   B: Yes, I did. I **swim** / **swam** with my father.
2. A: Did you **walk** / **walked** on the beach last Sunday?
   B: Yes, I did. I walked on the beach with my family.
3. A: Look at Nga's family in Quang Ninh.
   B: It's a nice photo! When **did** / **do** they go there?
   A: They **go** / **went** there last weekend.
4. A: Where were your family last summer?
   B: We **are** / **were** at the Golden Pagoda in Thailand.
   A: Did you **buy** / **bought** some postcards there?
   B: No, we didn't. We took lots of photos.

Goal: To circle the correct answers with the help of picture cues.

Input: – Four picture cues

– Four dialogues with answer options to circle

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

Step 2: Model Dialogue **1** with the class. Have pupils look at the options. Ask them what the girl did in the sea with her father (*swam*). Then have pupils circle the correct answer (*swam*).

Step 3: Repeat the same procedure with Dialogues **2**, **3** and **4**. Draw pupils' attention to the answer options and have them choose the correct answers with the help of picture cues.

Step 4: To check answers, ask a pair to read each dialogue aloud.

Outcome: Pupils can circle the correct answers with the help of picture cues.

Key: 1. swam **2.** walk **3.** did; went **4.** were; buy

6. Listen, complete and sing.


6 Listen, complete and sing.

Did you swim last Sunday?

Where were you last Sunday?
I was on the (1) _____.
Did you swim?
Yes, I did. I swam with my mum.

Where were you last weekend?
I was in the (2) _____.
Did you walk?
No, I didn't. I (3) _____ photos there.

Lesson 1 7

Goal: To listen to and complete the song *Did you swim last Sunday?* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *Did you swim last Sunday?*

Procedure: **Step 1:** Tell pupils the aim of the activity: They will listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.

Step 2: Draw pupils' attention to the gapped sentences. Encourage pupils to guess the missing words and complete the sentences.

Step 3: Play the recording all the way through for pupils to listen to the whole song. Then play the recording again for them to fill in the gaps with the missing words.

Step 4: Check answers together as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

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

Outcome: Pupils can complete the song *Did you swim last Sunday?* and sing it with the correct pronunciation, rhythm and melody.

Key: 1. beach **2.** park **3.** took

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *Did you swim last Sunday?* on page 7.
- Get pupils to open their books at page 8 and look at Unit 11, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone did somewhere in the past.

Input: Context **a**: Ben asking Mai about her family photo

Ben: *That's a beautiful picture of your family. Where were you?*

Mai: *We were in Ha Long.*

Context **b**: Mai answering Ben's question

Ben: *When did you go to Ha Long?*

Mai: *We went there last summer.*

Ben: *What did your family do in Ha Long?*

Mai: *We took a boat trip around the bay.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the place, the characters and their activities.

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

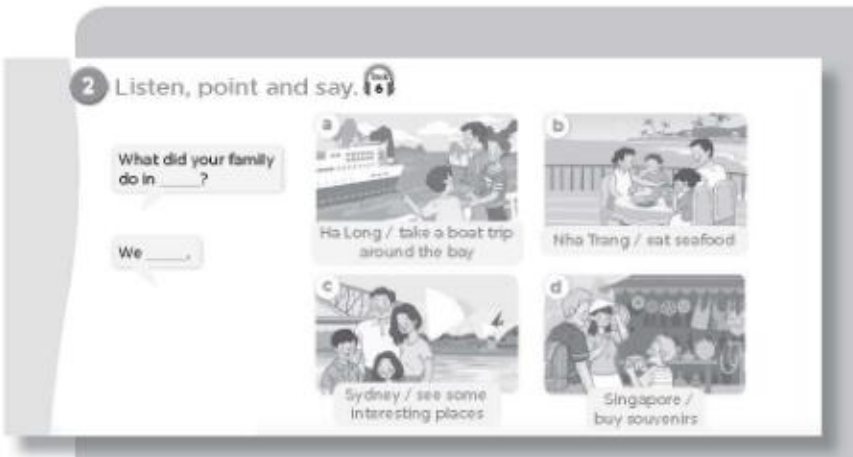
Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw pupils' attention to the question *What did your family do in Ha Long?* and the answer *We took a boat trip around the bay*. Tell pupils that this question and the answer are about what someone did somewhere in the past.

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

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2. Listen, point and say.



Goal: To correctly say the phrases and use *What did your family do in ____? – We ____.* to ask and answer questions about what someone did somewhere in the past.

Input: – Picture and word cues:

a. a family taking a boat trip around Ha Long Bay, and the phrases *Ha Long / take a boat trip around the bay*

b. a family eating seafood in Nha Trang, and the phrases *Nha Trang / eat seafood*

c. a family visiting Sydney, and the phrases *Sydney / see some interesting places*

d. a family buying souvenirs in Singapore, and the phrases *Singapore / buy souvenirs*

– Speech bubbles: *What did your family do in ____? – We ____.*

Audio script:

a. Ha Long / take a boat trip around the bay

b. Nha Trang / eat seafood

c. Sydney / see some interesting places

d. Singapore / buy souvenirs

a. *A:* What did your family do in Ha Long?

B: We took a boat trip around the bay.

b. *A:* What did your family do in Nha Trang?

B: We ate seafood.

c. *A:* What did your family do in Sydney?

B: We saw some interesting places.

d. *A:* What did your family do in Singapore?

B: We bought souvenirs.

Procedure:

Step 1: Have pupils look at the Pictures **a**, **b**, **c** and **d** and elicit the activities of the characters in each picture.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrases *Ha Long / take a boat trip around the bay*. Repeat the same procedure with the phrases under Pictures **b**, **c** and **d**.

Step 3: Draw pupils' attention to Picture **a** again and have them listen to the second part of the recording and repeat *What did your family do in Ha Long? – We took a boat trip around the bay*.

Step 4: Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class listen to and repeat the questions and answers a few times.

Step 5: Have pairs practise asking and answering the question *What did your family do in ____? – We ____.* using the picture cues and the phrases.

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

Extension: Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then, switch roles.

Outcome: Pupils can correctly say the phrases and use *What did your family do in ____? – We ____.* to ask and answer questions about what someone did somewhere in the past.

3. Let's talk.



Goal: To use *When did you go to ____? – ____.* and *What did your family do there? – ____.* in a freer context.

Input: – Picture cues: a family sightseeing in Sydney; a family buying souvenirs at the souvenir shop in Thailand; a family taking a boat trip at Ha Long Bay; a family swimming in the sea in Do Son

– Speech bubbles:

When did you go to ____? – ____.

What did your family do there? – ____.

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

Step 2: Put pupils into pairs and encourage them to ask and answer questions about past activities using *When did you go to ____? – ____.* and *What did your family do there? – ____.* Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to practise asking and answering questions about past activities. Praise pupils if they perform well.

Extension: Invite some pairs of pupils to ask and answer questions about real activities they have done with their families. For example: *When did you go to Nha Trang? – We went there last summer.; What did your family do there? – We swam in the sea and ate seafood.*

Outcome: Pupils can use *When did you go to ____? – ____.* and *What did your family do there? – ____.* in a freer context.

Suggested answers:

When did you go to Sydney? – We went there last summer.

What did your family do there? – We visited some interesting places.

When did you go to Thailand? – We went there last weekend.

What did your family do there? – We bought souvenirs.

When did you go to Ha Long Bay? – We went there last summer.

What did your family do there? – We took a boat trip around the bay.

When did you go to Do Son Beach? – We went there last Sunday.

What did your family do there? – We swam in the sea.

LESSON 2 (Period 4)

Warm-up

- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about past activities using *What did your family do in ____? – We ____.*
- Get pupils to open their books at page 9 and look at Unit 11, Lesson 2, Activity 4.

4. Listen and circle.



Goal: To listen to and understand two communicative contexts about where someone went and what they did in the past, and circle the correct options.

Input: Two conversations with answer options to circle

Audio script:

1. *A:* Did you go to Phu Quoc last weekend?

B: Yes, I did. I went there with my family.

A: What did your family do there?

B: We took a boat trip.

2. *A:* Where did your family go last weekend?

B: We went to Sydney.

A: What did you do there?

B: We saw some interesting places.

Procedure: **Step 1:** Draw pupils' attention to the conversations and the answer options. Ask questions to encourage them to guess the correct answers.

Step 2: Play the recording all the way through. Then play it again for pupils to circle the correct answer.

Step 3: Tell pupils to swap books with a partner, then check answers together as a class. Play the recording again for the pupils to double-check their answers. Have pupils repeat the information in the recording to explain their answers, for example, *Yes, I did. I went there with my family.* and *We took a boat trip.*

Extension: Read Conversation **1** aloud but change some details. For example:

*A: Did you go to **Ha Long Bay** last weekend?*

B: Yes, I did. I went there with my family.

A: What did your family do there?

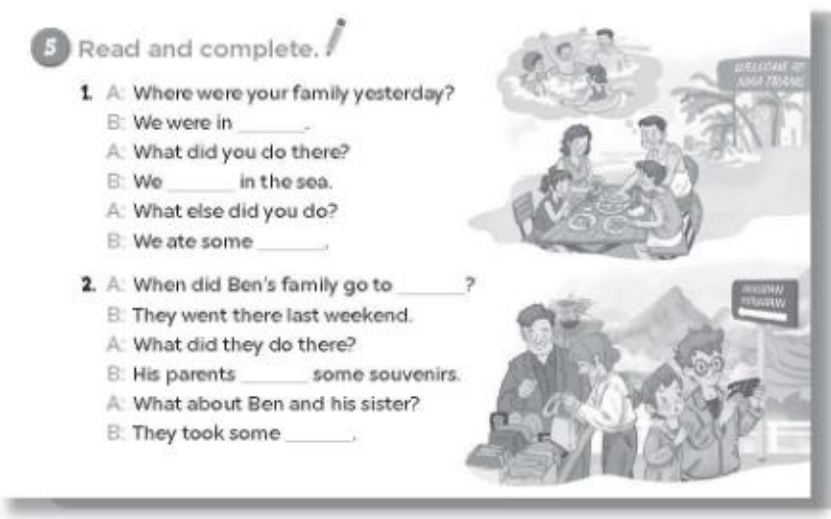
*B: We **took photos.***

Have pupils clap their hands when the information is different. Invite a pupil to correct the information that is different from the recording.

Outcome: Pupils can understand two communicative contexts about where someone went and what they did in the past, and circle the correct options.

Key: 1. family; took a boat trip **2.** Sydney; saw some interesting places

5. Read and complete.



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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the places, the characters and the activities in the pictures.

Step 2: Model Dialogue **1** with the class. Have pupils read the dialogue. Ask them which words are missing (*Nha Trang; swam; seafood)*. Then have pupils write the answers.

Step 3: Repeat the same procedure with Dialogue **2**.

Step 4: Check the answers, then ask a few pairs to read them aloud.

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

Key: 1. Nha Trang; swam; seafood **2.** Sa Pa; bought; photos

6. Let's play.



Goal: To reinforce the use of target vocabulary for asking and answering questions about past activities and travel destinations by playing the *When* and *What* game.

Input: – Picture cues: Two teams of pupils playing the game

– Speech bubbles:

What did your family do at Lang Co Beach? – We _____.

Procedure: **Step 1:** Tell pupils that they are going to play the *When* and *What* game. Tell them they will need to use the past tense form of irregular verbs such as *take*, *eat*, *buy*, *swim* and *go*. Review these before playing if necessary.

Step 2: Divide pupils into Team A and Team B and explain the rules: One pupil from Team A randomly selects a destination from a box the teacher is holding, for example, *Lang Co Beach.* Another pupil from Team A makes up a question using the destination, such as *When did your family go to Lang Co Beach?* Team B provides one response, such as *We went there last summer*. Then, Team A asks another question, such as *What did your family do at Lang Co Beach?* Team B offers as many responses as possible, such as *We took a boat trip. / We swam in the sea. / We ate seafood. / We took some photos. / We collected seashells.* Each correct response earns the team a point. Use the illustration as an example to demonstrate how to play the game.

Step 3: Team A and Team B switch roles and repeat **Step 2**.

Step 4: Set a time limit for pupils to play the game. When the time is up, the team that has provided the most correct answers is the winner.

Step 5: Invite a few groups to the front of the class to play the game.

Outcome: Pupils can use the target vocabulary to ask and answer questions about past activities by playing the *When* and *What* game.

Notes: Lang Co (Lăng Cô)

LESSON 3 (Period 5)

Warm-up

- Have the class sing the song *Did you swim last Sunday?* on page 7.
- Get pupils to open their books at page 10 and look at Unit 11, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To stress the correct words in *Wh*-questions *'When did you 'go to 'London?* and *'What did they 'do in 'Finland?*

Input: Two *Wh*-questions *'When did you 'go to 'London?* and *'What did they 'do in 'Finland?*

Procedure: **Step 1:** Draw pupils' attention to the question *'When did you 'go to 'London?* Play the recording and encourage pupils to point at the stressed words in the question while listening. Explain that they are the most important words in the *Wh*-question and need to be stressed. Check comprehension.

Step 2: Play the recording of the first question again and encourage pupils to listen and repeat exactly. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the question *'What did they 'do in 'Finland?*

Step 4: Have pupils work in pairs or groups, saying the words with stressed syllables and reading the questions until they feel confident.

Step 5: Invite a few pupils to listen to and repeat the questions in front of the class. Praise them when their pronunciation is good.

Outcome: Pupils can stress the correct words in *Wh*-questions *'When did you 'go to 'London?* and *'What did they 'do in 'Finland?*

2. Listen and underline one more stressed word. Then repeat.



Goal: To identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.

Input: Four *Wh*-questions

Audio script:

1. 'When did you 'go to 'Sydney?

2. 'What did he 'do in 'Paris?

3. 'When did she 'go to 'England?

4. 'What did they 'do in 'Thailand?

Procedure: **Step 1:** Tell pupils the goal of the activity. Tell pupils that the two underlined words in each question are stressed but that one additional stress is missing. Explain that they have to listen to the recording and underline one more stressed word in each question. Check comprehension.

Step 2: Play the recording all the way through for pupils to listen to the questions. Play the recording again for pupils to underline the answers.

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Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Then discuss with pupils if they can spot a pattern to what words are stressed in *Wh*-questions (the *wh*-question word, the main verb and the place).

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

Outcome: Pupils can identify and underline the missing stressed word in four questions, and say the questions with the correct stress while listening.

Key: 1. Sydney **2.** Paris **3.** When **4.** do

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation, word stress and rhythm. Draw pupils' attention to the stress in the *Wh*-questions.

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 along. Encourage them to clap while chanting.

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

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

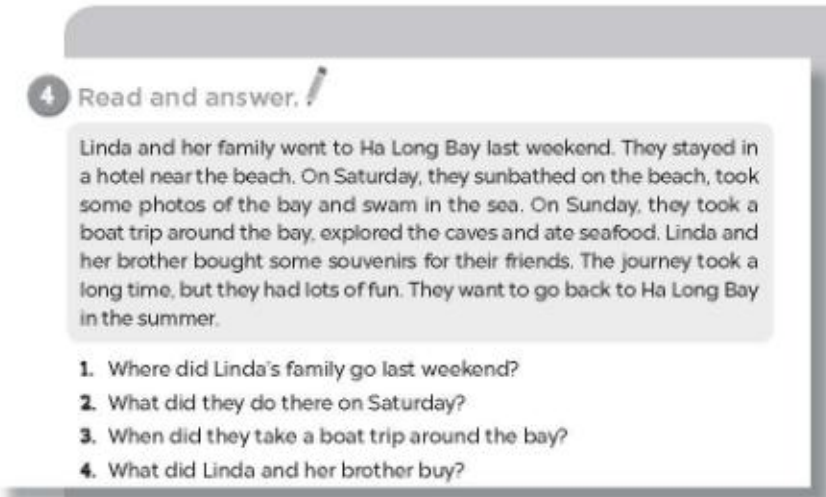
LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 10.
- Get pupils to open their books at page 11 and look at Unit 11, Lesson 3, Activity 4.

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4. Read and answer.



Goal: To read and understand a paragraph about a family trip in the past by answering the questions.

Input: A short paragraph and four questions

Procedure: **Step 1:** Have pupils read the questions carefully. Then tell them to read Question **1** again and pay attention to keywords such as *Where, Linda's family* and *go*. Tell them to scan the text for relevant information and to answer the question.

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

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

Step 4: Invite some pairs to take turns asking and answering the questions.

Extension: Ask pupils some more questions. For example: *When did Linda's family go to Ha Long Bay? Where did they stay? What did they do there on Sunday?*

Outcome: Pupils can read and understand a text about a family trip in the past by answering the questions.

Key: **1.** They went to Ha Long Bay.

2. They sunbathed, took some photos and swam in the sea.

3. They took a boat trip around the bay on Sunday.

4. They bought some souvenirs for their friends.

5. Let's write.



Goal: To complete a paragraph about a family's weekend trip in the past.

Input: A writing frame with seven gaps to complete

Procedure: **Step 1:** Ask pupils to read the gapped sentences and fill in the gaps with information about their family's weekend trip. Tell pupils that the gaps in the paragraph focus on their activities the previous weekend, but that they don't have to use real information. Check comprehension.

Step 2: Ask pupils to read the first sentence, then elicit where they went the previous weekend (for example, *Sa Pa)*. Remind pupils that they can make up any answer they like. Then have them complete the first sentence (for example, *Last weekend, my family went to Sa Pa.*)

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

Step 4: Get pupils to swap their books with a partner and check their spelling.

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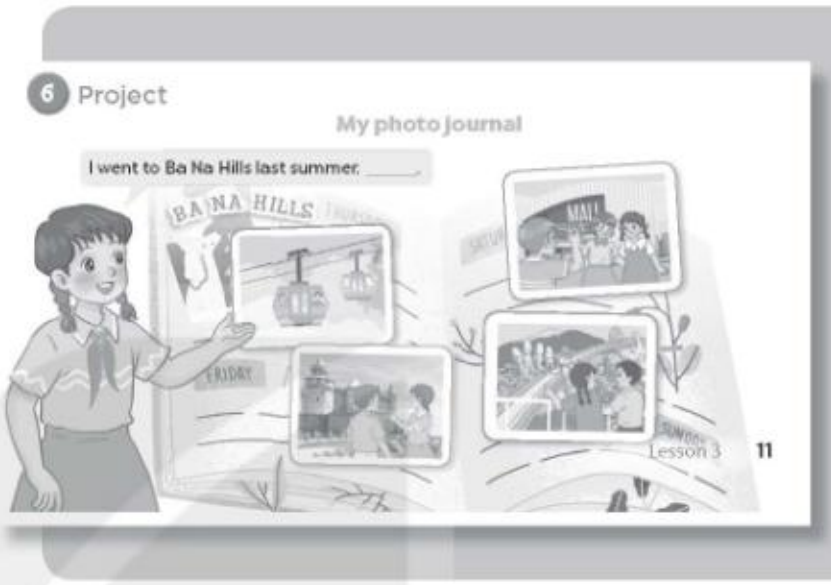
Step 5: If time allows, invite a pupil to write his / her completed paragraph on the board or read it aloud in front of the class. Give corrections and feedback where necessary.

Extension: In groups, have pupils share the activities that their family did last weekend (or on a recent trip if you prefer). Each group then uses the information to create a mind map about all the activities they and their families did. Then, share it with the class.

Outcome: Pupils can complete a paragraph about a weekend trip in the past.

Suggested answer: Last weekend, my family went to Sa Pa. On Saturday, we visited Sa Pa Town. We took lots of photos there. On Sunday, we went shopping. My brother bought a hat and I bought some souvenirs for my friends. Our trip was a lot of fun!

6. Project



Goal: To present a photo journal of their summer activities to the class.

Input: A girl presenting a photo journal of her activities at Ba Na Hills

Procedure: **Step 1:** Explain that each pupil has to present the photo journal of their activities last summer that they prepared at home. They need to tell the class about where they went and what they did there.

Step 2: Have pupils work in groups of five or six. Have each pupil present his / her photo journal to the group.

Step 3: Invite a few pupils to present their photo journals to the class, e.g. *I went to Ba Na Hills last summer with my friends. We took the cable car. We visited Golden Bridge.*

Step 4: Have the rest of the class give comments and praise their classmates if they perform well.

Outcome: Pupils can present a photo journal of their summer activities to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hi, everyone. This is my photo journal. Last summer, I went to Ba Na Hills in Da Nang with my friends. We took a cable car. We took a lot of photos there. We visited the beautiful buildings. We also went to see Golden Bridge. We had a lot of fun there.

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UNIT 12 – OUR TET HOLIDAY

Objectives

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

- stress the correct words in statements such as *I'll 'do the 'shopping for 'Tet.* and *We'll 'decorate our 'house with 'flowers.*;
- use the phrases *buy roses, buy a branch of peach blossoms, decorate the house, do the shopping, make* banh chung, *make spring rolls, fireworks show, flower festival* and *New Year party* in relation to the topic "Our Tet holiday";
- use *Will you _____ for Tet? – Yes, I will. / No, I won't. I'll _____.* to ask and answer questions about whether someone will do something for Tet;
- use *Where will you go at Tet? – I'll go to _____.* to ask and answer questions about where someone will go at Tet;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our Tet holiday";
- read and write about activities someone will do for / at Tet;
- make a poster about Tet activities, then present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Have some pupils say the chant on page 10 of Unit 11. Praise them and get the class to cheer or clap if they do a good job.
- Ask pupils to open their books at page 12 and look at Unit 12, Lesson 1, Activity 1.
- Write the title *Our Tet holiday* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about whether someone will do something for Tet.



Input: – Context **a**: Mai and a foreign boy, Andy, standing in the street and talking about Tet

Mai: *Look! Pretty peach blossoms! Tet is coming.*

Andy: *What is Tet?*

Mai: *It's our New Year festival.*

– Context **b**: Andy looking at the branch of peach blossoms and asking Mai about it

Andy: *Will you buy a branch of peach blossoms for Tet?*

Mai: *Yes, I will. It will bring good luck to my family*.

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

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

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw pupils' attention to the question *Will you buy a branch of peach blossoms for Tet?* and the answer *Yes, I will.* Tell pupils that they are used to ask and answer questions about whether someone will do something for Tet.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about whether someone will do something for Tet.

2. Listen, point and say.



Goal: To correctly say the phrases and use *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.* to ask and answer questions about whether someone will do something for Tet.

Input: – Picture and word cues:

a. a family decorating their house for Tet, and the phrase *decorate the house / yes*

b. some people doing the shopping for Tet, and the phrase *do the shopping / yes*

c. a woman making spring rolls, and the phrase *make* banh chung */ no / make spring rolls*

d. a woman and a boy buying a branch of peach blossoms, and the phrase *buy roses / no / buy a branch of peach blossoms*

– Speech bubbles:

Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.

Audio script:

a. decorate the house / yes

b. do the shopping / yes

c. make *banh chung* / no / make spring rolls

d. buy roses / no / buy a branch of peach blossoms

a. *A*: Will you decorate the house for Tet?

B: Yes, I will.

b. *A*: Will you do the shopping for Tet?

B: Yes, I will.

c. *A*: Will you make *banh chung* for Tet?

B: No, I won't. I'll make spring rolls.

d. *A*: Will you buy roses for Tet?

B: No, I won't. I'll buy a branch of peach blossoms.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the activity in each picture.

Step 2: Have pupils point at Picture **a** (a family decorating the house), listen to the first part of the recording and repeat the phrase (*decorate the house*). Repeat the same procedure with the other three pictures. Have pupils repeat the phrases a few times. Check comprehension.

Step 3: Point at the first bubble and have pupils listen to the next part of the recording and repeat *Will you decorate the house for Tet?* Point at Picture **a,** draw pupils' attention to the word *yes* under the picture and have pupils listen to and repeat *Yes, I will.* Follow the same procedure with the other three pictures.

Step 4: Have pupils work in pairs to practise asking and answering the question *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.* using the phrases and Pictures **a**, **b**, **c** and **d**.

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

Outcome: Pupils can correctly say the phrases and use *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.* to ask and answer questions about whether someone will do something for Tet.

3. Let's talk.

Goal: To use *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.* in a freer context.



Input: – Picture cues: a boy decorating his house for Tet; a boy making spring rolls; a father and his daughter buying a branch of peach blossoms; a mother and her daughter doing the shopping for Tet

– Speech bubbles: *Will you ____ for Tet? – ____.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Have them look at the pictures and identify the activity in each picture. Check comprehension.

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

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

Extension: In groups, have pupils brainstorm some more activities that people often do at Tet (for example: *plant young trees, give lucky money, go to their home town, wear new clothes, …*), then ask and answer questions about Tet activities using the sentence pattern learnt in this lesson.

Outcome: Pupils can use *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.* in a freer context.

Suggested answers:

– Will you decorate the house for Tet?

Yes, I will. / No, I won't.

– Will you make spring rolls for Tet?

Yes, I will. / No, I won't.

– Will you buy a branch of peach blossoms for Tet?

Yes, I will. / No, I won't.

– Will you do the shopping for Tet?

Yes, I will. / No, I won't.

Preparation for the project: Tell pupils about the project on page 17. Ask them to prepare for it at home by making a poster about activities that they will do for / at Tet. Tell them to bring their posters to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about whether someone will do something for Tet, using the target language in Activities 2 and 3.
- Get pupils to open their books at page 13 and look at Unit 12, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about whether someone will do something for Tet, and tick the correct pictures.

Input: Picture cues:

1a. a mother and her daughter doing the shopping

1b. a mother and her daughter buying a branch of peach blossoms

1c. a mother and her daughter making spring rolls

2a. a boy decorating the house

2b. a boy making spring rolls

2c. a boy buying a branch of peach blossoms with his father

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Audio script:

1. *A:* Tet is coming soon!

B: Yes, it is. I love it very much.

A: Will you do the shopping for Tet?

B: Yes, I will. I'll do the shopping with my mum in the supermarket.

2. *A:* What's your favourite holiday?

B: It's Tet.

A: Will you buy a branch of peach blossoms for Tet?

B: No, I won't. I'll stay at home and make spring rolls.

A: I like spring rolls. They're so delicious!

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell them to look at Pictures **a**, **b** and **c** to identify the activities. For example, have pupils explain that the girl and her mother in Picture **a** are doing the shopping at the supermarket. In Picture **b,** they are buying a branch of peach blossoms. In Picture **c**, they are making spring rolls. Play the recording of the first exchange for pupils to listen. Play it 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 Exchange **2**.

Step 3: Get pupils to swap books with their 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. Have pupils explain the answers by asking them to repeat the information in the recording to check their answers, for example: *I'll do the shopping with my mum in the supermarket.*

Extension: Read the conversations aloud but change some specific information. For example: *I'll do the shopping with my **dad** in the supermarket.* Have pupils clap their hands when the information is different. Invite a pupil to correct the information.

Outcome: Pupils can understand two communicative contexts in which characters ask and answer questions about whether someone will do something for Tet and tick the correct pictures.

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

5. Read and complete.

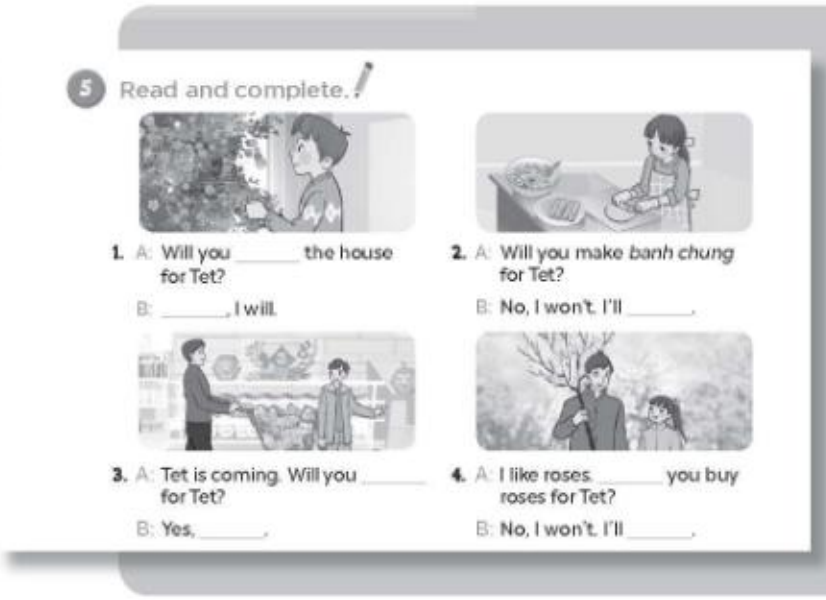
Goal: To complete four gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the activity of the character(s) in each picture.

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



Step 3: Do Exchange **1** with the class. Have pupils look at the exchange. Ask them what is missing in the question (the boy's activity). Then have them look at the picture and identify the necessary information (*decorate*). Ask them to complete the gap (*Will you decorate the house for Tet?*). Repeat the same procedure with the second gap in Exchange **1**.

Step 4: Repeat **Step 3** with Exchanges **2**, **3** and **4**.

Step 5: Have pupils complete the rest of the exchanges independently. Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example: *Why did you write "decorate" in the first gap of Question **1**? – Because the boy in the picture is decorating his house.*

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

Key: **1.** decorate; Yes **2.** make spring rolls
3. do the shopping; I will **4.** Will; buy a branch of peach blossoms

6. Let's sing.

Goal: To sing the song *Tet is a happy time for us.* with the correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *Tet is a happy time for us.*



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. Introduce actions for pupils to do while they sing along with the recording.

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

Step 5: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can sing the song *Tet is a happy time for us.* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and spend a few minutes revising Lesson 1 by calling on a few pairs of pupils to act out the dialogues in Activity 1. Then have pupils sing the song *Tet is a happy time for us.*
- Ask pupils to open their books at page 14 and look at Unit 12, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone will go at Tet.

Input: – Context **a**: In Linh's house, Mary and Linh talking about Linh's activity for Tet

Mary: *What are you doing, Linh?*

Linh: *I'm decorating my house for Tet.*

– Context **b**: Mary asking Linh about Linh's activity at Tet

Mary: *Where will you go at Tet?*

Linh: *I'll go to my grandparents' house in the countryside.*

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

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

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw their attention to the question *Where will you go at Tet*? and the answer *I'll go to my grandparents' house in the countryside.* Tell pupils that they are used to ask and answer questions about where someone will go at Tet.

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

2. Listen, point and say.

Goal: To correctly say the phrases and use *Where will you go at Tet? – I'll go to* ____. to ask and answer questions about where someone will go at Tet.



Input: – Picture and word cues:

a. a child visiting his grandparents' house, and the phrase *my grandparents' house*

b. a fireworks show, and the phrase *a fireworks show*

c. a New Year party, and the phrase *a New Year party*

d. a flower festival, and the phrase *a flower festival*

– Speech bubbles: *Where will you go at Tet? – I'll go to* ____.

Audio script:

a. my grandparents' house

b. a fireworks show

c. a New Year party

d. a flower festival

a. *A:* Where will you go at Tet?

B: I'll go to my grandparents' house.

b. *A:* Where will you go at Tet?

B: I'll go to a fireworks show.

c. *A:* Where will you go at Tet?

B: I'll go to a New Year party.

d. *A:* Where will you go at Tet?

B: I'll go to a flower festival.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the places in the pictures.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase (*my grandparents' house*). Repeat the same procedure with the other three pictures. Have pupils repeat the phrases a few times. Check comprehension.

Step 3: Point at the bubbles and have pupils listen to the next part of the recording and repeat *Where will you go at Tet? – I'll go to my grandparents' house*. Point at Picture **a** and have pupils listen and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *Where will you go at Tet? – I'll go to* ____. using the phrases and Pictures **a**, **b**, **c** and **d**.

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

Outcome: Pupils can correctly say the phrases and use *Where will you go at Tet? – I'll go to* ____. to ask and answer questions about where someone will go at Tet.

3. Let's talk.

Goal: To use *Will you* ____ *for Tet?* – ____. and *Where will you go at Tet? – I'll go to* ____. in a freer context.



Input: – Picture cues: a girl watching a fireworks show; a boy visiting his grandparents during Tet; a boy going to a flower festival with his mum; a girl having a New Year party with her family members

– Speech bubbles:

Will you ____ *for Tet?* – ____.

Where will you go at Tet? – ____.

Procedure: **Step 1:** Ask pupils to look at the pictures and elicit the activity in each picture. Tell them that they are going to ask and answer about Tet activities using *Will you* ____ *for Tet?* and *Where will you go at Tet?* Remind them to use the phrases they learnt in Lesson 1 such as *decorate the house, do the shopping, buy a branch of peach blossoms*, etc.

Step 2: Give pupils time to work in pairs and take turns asking and answering questions about Tet activities using the picture cues and the phrases learnt in Lesson 1.

Step 3: Invite a few pairs to come to the front of the classroom and act out the exchanges, using the structures learnt in Lesson 1 and Lesson 2 (*Will you ____ for Tet?* – ____. and *Where will you go at Tet?* – ____.). Praise them if they perform well.

Extension: For more able classes, have pupils ask and answer questions about where they often go at Tet, using the structure and vocabulary learnt plus ideas of their own. Provide them with some more vocabulary if needed. For example:

Where will you go at Tet? – I'll go to a pagoda with my parents.

Where will you go at Tet? – I'll go to a book fair.

Outcome: Pupils can use *Will you ____ for Tet?* – ____. and *Where will you go at Tet? – I'll go to ____.* in a freer context.

Suggested answers:

– Will you decorate the house for Tet?

Yes, I will.

– Will you make *banh chung* for Tet?

No, I won't. I'll make spring rolls.

– Where will you go at Tet?

I'll go to a fireworks show.

– Where will you go at Tet?

I'll go to my grandparents' house.

– Where will you go at Tet?

I'll go to a flower festival.

– Where will you go at Tet?

I'll go to a New Year party.

LESSON 2 (Period 4)

Warm-up

– Greet the class and spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about where someone will go at Tet.
– Ask pupils to open their books at page 15 and look at Unit 12, Lesson 2, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts about where someone will go at Tet, and number the pictures.



Input: Picture cues:

a. a boy going to a flower festival

b. a boy visiting his grandparents at Tet

c. a boy watching a fireworks show with his parents

d. a boy having a party with his parents at Tet

Audio script:

1. *A:* Where will you go at Tet?

B: We'll visit my grandparents in the countryside.

2. *A:* Tet is coming. Where will you go?

B: I'll go to a flower festival in the city centre.

3. *A:* Where will you go at Tet?

B: I'll go to a New Year party with my parents.

4. *A:* It's Tet soon. Where will you go?

B: My parents and I will go to a fireworks show.

Procedure: **Step 1:** Draw pupils' attention to the pictures and elicit the activity in each picture. Tell them to look at Pictures **a**, **b**, **c** and **d** and describe them. For example, the boy in Picture **a** is visiting a flower festival, the boy in Picture **b** is going to his grandparents' house, the boy in Picture **c** is watching a fireworks show, the boy in Picture **d** is at a New Year party.

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

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 check their answers again.

Extension: Ask some pupils to look at the pictures and say sentences about the characters with the correct order of their activities in the recording.

Outcome: Pupils can understand four communicative contexts about where someone will go at Tet and number the pictures.

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

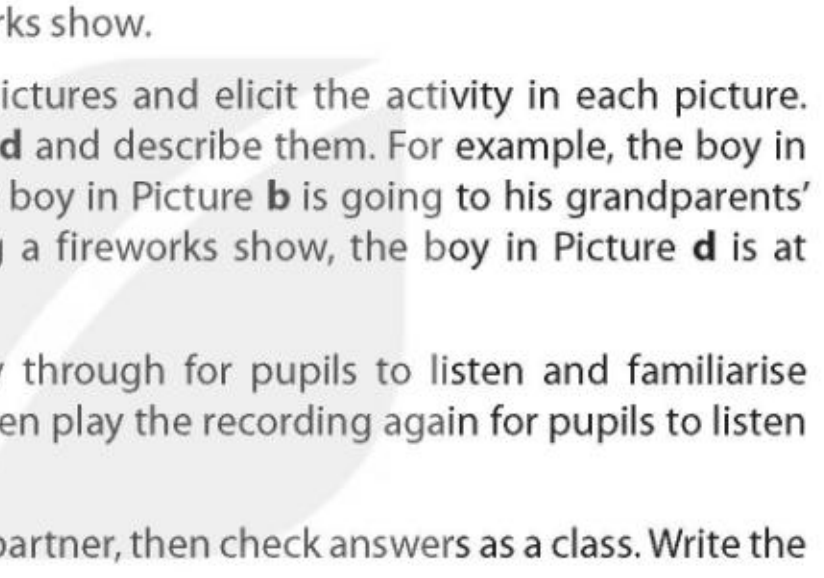
5. Read and complete.

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

Input: – Two picture cues about activities at Tet

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to identify the activities in the pictures.


5 Read and complete.

1. A: Do you like Tet?
B: Yes. I love it. I'll wear new clothes and eat delicious food.
A: _____ will you go?
B: I'll go to my _____ in the countryside.

2. A: When is Tet?
B: It's next month, in January.
A: Will you go to a flower festival?
B: No, I _____.
A: _____ will you go?
B: I'll _____.

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

Step 3: Do Exchange **1** with the class. Have pupils look at the exchange. Ask them what is missing in the first gap. Draw pupils' attention to the sentence pattern that pupils have learnt in this lesson (*Where will you go at Tet*?). Ask them to complete the gap (*Where will you go?*). Repeat the same procedure with the other gap in the exchange.

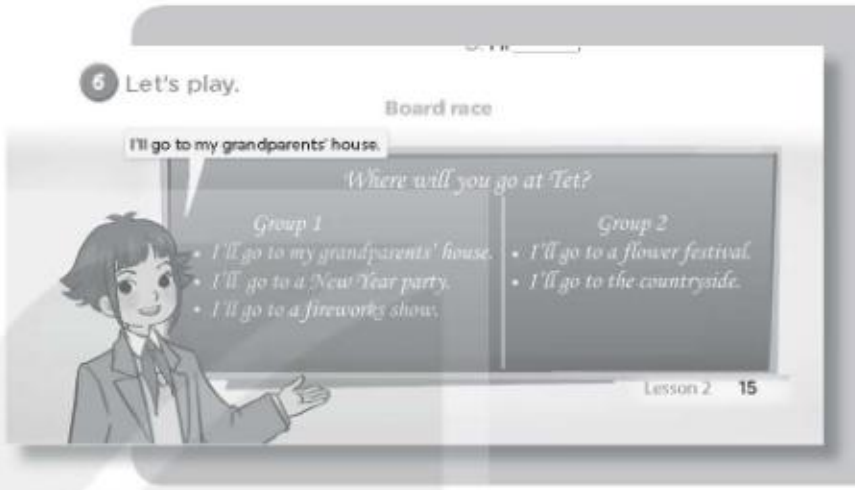
Step 4: Have pupils complete the second exchange independently. Get pupils to swap books with a partner and check their answers before checking as a class. Ask questions to have pupils explain their answers, for example: *Why do you use "grandparents' house" for the second gap in Question **1**? – Because I see the girl with her grandparents in the picture.*

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

Key: 1. Where; grandparents' house **2.** won't; Where; go to a fireworks show

6. Let's play.

Goal: To revise the target vocabulary items and structures by playing the game *Board race*.



Input: A picture showing the game:

– Two columns on the board, each containing information about where pupils will go at Tet

– A girl standing near the board, pointing to the column of Group 1 and saying *I'll go to my grandparents' house.*

Procedure: **Step 1:** Tell pupils that they are going to play the game *Board race*, using the language they learnt in Lesson 2.

Step 2: Divide the board into two columns for Groups 1 and 2. Divide the class into two teams. Give each team a task: each member of the team should take turns to run to the board and write about where he / she will go at Tet. Ask them to write as many sentences as possible. Use the illustration as an example to demonstrate how to play the game.

Step 3: Set a time limit for pupils to complete the game. The team that writes the most correct sentences within the time wins.

Outcome: Pupils can revise the target vocabulary items and structures by playing the game *Board race*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to play the game *Board race* using the language learnt.
- Remind pupils to make posters at home of activities that they will do at Tet and bring them to class in Period 6.
- Ask pupils to open their books at page 16 and look at Unit 12, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To stress the correct words in sentences *I'll 'do the 'shopping for 'Tet.* and *We'll 'decorate our 'house with 'flowers.*

Input: Two sentences *I'll 'do the 'shopping for 'Tet.* and *We'll 'decorate our 'house with 'flowers.*

Procedure:

Step 1: Tell the class that they are going to practise saying the sentences, paying attention to the sentence stress. Explain that the words which are usually stressed in sentences are nouns, verbs, adjectives and adverbs.

Step 2: Play the recording and encourage pupils to point at the stressed words in the first sentence while listening. Remind them that in this course we use the stress mark (') to indicate stressed words in a sentence.

Step 3: Play the recording again and encourage pupils to listen and repeat. Do this a few times until pupils feel confident. Correct their pronunciation where necessary and praise them when it is good.

Step 4: Repeat **Steps 2** and **3** for the second line.

Step 5: Let pupils work in pairs or groups to say the sentences *I'll 'do the 'shopping for 'Tet.* and *We'll 'decorate our 'house with 'flowers.* Invite a few pupils to listen to the recording and say the sentences in front of the class. If they perform well, praise them.

Outcome: Pupils can stress the correct words in sentences *I'll 'do the 'shopping for 'Tet.* and *We'll 'decorate our 'house with 'flowers.*

2. Listen and underline one more stressed word. Then repeat.



Goal: To identify and underline the missing stressed word in four sentences, and to say the sentences with the correct stress while listening.

Input: Four sentences

Audio script:

1. He'll 'watch a 'fireworks 'show.

2. She'll 'buy 'flowers for 'Tet.

3. We'll 'eat 'spring 'rolls at 'Tet.

4. They'll 'have a 'big 'party.

Procedure:

Step 1: Draw pupils' attention to the four sentences. Explain what pupils have to do. Tell pupils that the two / three underlined words in each question are stressed but that one additional stress is missing. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and underline one more stressed word in each sentence.

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

Step 4: Play the recording again for pupils to listen and check their answers again.

Step 5: Get some pupils to say the sentences aloud in front of the class. Praise them if they do a good job.

Outcome: Pupils can identify and underline the missing stressed word in four sentences and say the sentences with the correct stress while listening.

Key: 1. show **2.** flowers **3.** spring **4.** party

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. Let's chant.



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

Input: The lyrics and recording of the chant

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

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the stressed words in the sentences.

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

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap 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. Have pupils write their own chants by replacing the activities in the chant and using their own ones. Pay attention to the rhythm of the chant. Have pupils practise their new chants.

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

LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant on page 16. Divide the class into groups and have them do actions while saying the chant.
- Ask pupils to open their books at page 17 and look at Unit 12, Lesson 3, Activity 4.

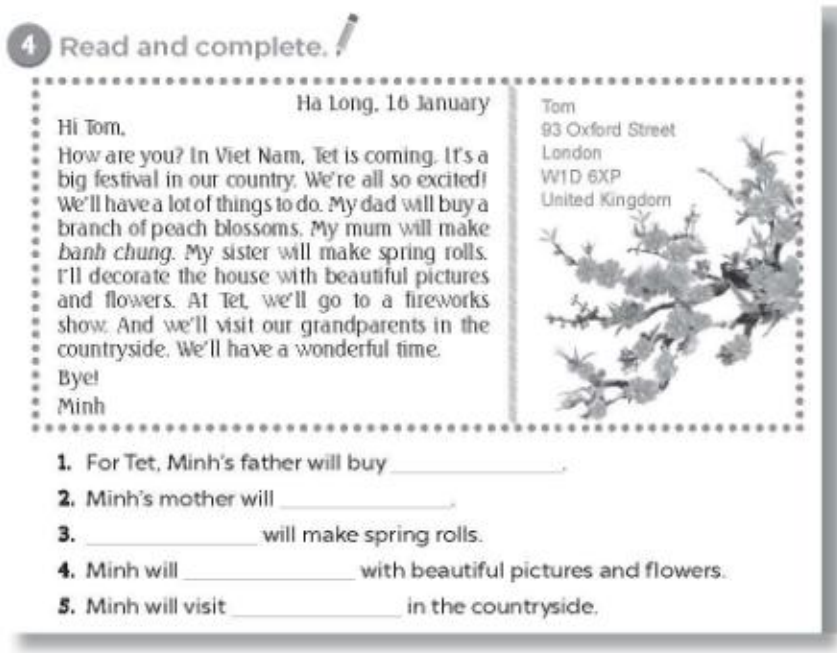
4. Read and complete.

Goal: To read and show understanding of a postcard by completing five gapped sentences.

Input: – A postcard about Tet activities

– Five gapped sentences

Procedure: **Step 1:** Draw pupils' attention to the text and read it as a class. Check comprehension.



Step 2: Complete Sentence **1** as an example. First, have pupils read the gapped sentence and identify what information is needed to complete the gap (the thing that Minh's father will buy for Tet). Then, have pupils find the information in the postcard. Ask where in the postcard they can find the information. Explain that pupils need to find the sentence *My dad will buy a branch of peach blossoms.* in the postcard and read the words after that to identify the information to complete the gap in Sentence **1** (*a branch of peach blossoms*).

Step 3: Repeat **Step 2** with Sentences **2**, **3**, **4** and **5**.

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

Step 5: Get pupils to look at the board and check their answers again. Have them read the words / sentences in the reading text that help them find the information they need to fill in the gaps. For example, *My dad will buy a branch of peach blossoms* means that pupils should write *a branch of peach blossoms* in the first gap.

Extension: Invite some pupils to say four or five sentences about what members of Minh's family will do at Tet.

Outcome: Pupils can read and show understanding of a postcard by completing five gapped sentences.

Key: 1. a branch of peach blossoms **2.** make *banh chung* **3.** Minh's sister
4. decorate the house **5.** his grandparents

5. Look and write.

Goal: To write a paragraph of about 40 words about their Tet holidays with the help of picture cues.



Input: – Two picture cues

– A gapped paragraph to complete

Procedure: **Step 1:** Tell the class the goal of this activity: they are going to look at the pictures and write sentences to complete the paragraph. Tell pupils that they should write about 40 words. Check comprehension.

Step 2: Write the text prompts on the board. Read them as a class. When you reach the gap, ask pupils to point at the first picture (a man buying a branch of peach blossoms) and encourage pupils to say the name of the activity (*buy a branch of peach blossoms*). Elicit what pupils need to add before the activity (*I will* or *I'll*). Give pupils time to write the answer. Read the sentence as a class.

Step 3: Repeat **Step 2** for the other picture. Encourage pupils to also write their own sentences about different Tet activities.

Step 4: If time allows, invite a few pupils to read the sentences they have completed in front of the class. The class should observe and praise their work.

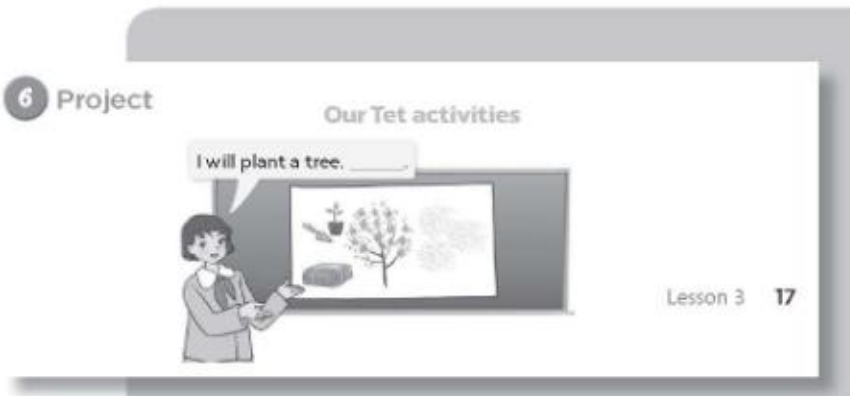
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Outcome: Pupils can write a paragraph of about 40 words about Tet holiday with the help of picture cues.

Suggested answer: Tet is coming soon. For Tet, I'll buy a branch of peach blossoms with my father. I'll make *banh chung* with my mother. At Tet, I'll go to a fireworks show with my sister. Our family will have a New Year party.

6. Project

Goal: To present a poster about Tet activities to the class.



Input: A picture of a girl pointing at a poster and saying *I will plant a tree.*_____.

Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show the posters that they have made at home and tell the class about activities that they will do at Tet.

Step 2: Have pupils work in groups of five. Each pupil shows the group the poster that he / she made at home and tells the group about what he / she will do for / at Tet, e.g. *I'll make banh chung. I'll buy a branch of peach blossoms.* Go around the class and offer help with vocabulary if necessary.

Step 3: Invite some pupils to show their work and talk about their Tet activities in front of the class. Have pupils stick their posters on the wall (or board) as a display.

Outcome: Pupils can present a poster about Tet activities to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

This is a picture of my activities at Tet. Before Tet, I will go to the market and I will buy a branch of peach blossoms with my father. I will make *banh chung* with my mother. At Tet, I will go to a fireworks show with my friends. I will plant trees with them in the school garden. I love Tet.

VỚI CUỘC SỐNG

UNIT 13 – OUR SPECIAL DAYS

Objectives

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

- stress the correct words in *Wh*-questions such as '*What 'food will you 'have at the 'party?* and '*What 'drinks will you 'have at the 'party?;*
- use the words and phrases *at Mid-Autumn Festival, on Children's Day, on Sports Day, on Teachers' Day, apple juice, burgers, milk tea* and *pizza* in relation to the topic "Our special days";
- use *What will you do ___? – We'll ___.* to ask and answer questions about what someone will do for special days;
- use *What food / drinks will you have at the party? – We'll have ___.* to ask and answer questions about food and drinks at an event;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our special days";
- read and write about what people will do and have at a birthday party;
- make a menu for a class party and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Revise the previous lesson by having pupils say the chant on page 16 (Unit 12, Lesson 3, Activity 3).
- Ask pupils to open their books at page 18 and look at Unit 13, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what they will do for a special day.



Input: – Context **a**: Mai and David talking about Children's Day

Mai: *Hello, David. Do you have Children's Day in your country?*

David: *Yes, we do. It's coming soon.*

– Context **b**: Mai and David talking about activities on Children's Day

Mai: *What will you do on Children's Day?*

David: *We'll sing, dance and have a party.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who can you see? Where are they? What are they talking about?*

Step 2: Draw pupils' attention to Picture **a**. Play the recording of the first part of the dialogue for them to listen to. Play it again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b** and the second part of the dialogue.

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw pupils' attention to the question *What will you do on Children's Day?* and the answer *We'll sing, dance and have a party.* Explain that they are used to ask and answer questions about activities someone will do for a special day.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what they will do for a special day.

2. Listen, point and say.

Goal: To correctly say the phrases and use *What will you do _____? – We'll _____.* to ask and answer questions about what someone will do for special days.



Input: – Picture and word cues:

a. some children dancing on Children's Day, and the phrases *on Children's Day / dance*

b. some children singing on Teachers' Day, and the phrases *on Teachers' Day / sing*

c. two children playing badminton on Sports Day, and the phrases *on Sports Day / play badminton*

d. some children having a party at Mid-Autumn Festival, and the phrases *at Mid-Autumn Festival / have a party*

– Speech bubbles: *What will you do _____? – We'll _____.*

Audio script:

a. on Children's Day / dance

b. on Teachers' Day / sing

c. on Sports Day / play badminton

d. at Mid-Autumn Festival / have a party

a. *A:* What will you do on Children's Day?

B: We'll dance.

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b. *A:* What will you do on Teachers' Day?

B: We'll sing.

c. *A:* What will you do on Sports Day?

B: We'll play badminton.

d. *A:* What will you do at Mid-Autumn Festival?

B: We'll have a party.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the four special days and activities. Check comprehension.

Step 2: Have pupils point at the pictures. Play the first part of the recording for pupils to listen and repeat the words and phrases under the pictures, in chorus and individually, until they feel confident. Correct their pronunciation where necessary.

Step 3: Do Picture **a** with the class as an example. Draw pupils' attention to the speech bubbles and identify the missing words in the question and answer. Have them look at Picture **a** and complete the gaps in the speech bubbles (i.e. *What will you do on Children's Day? – We'll dance.*). Play the second part of the recording for pupils to repeat the exchange a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils point at the pictures and practise asking and answering questions in pairs. Go around the classroom to offer help where necessary. Then invite a few pairs to the front of the class to act out the exchanges. Praise good performances.

Extension: For each picture, ask pupils to write one or two answers about the activities the children will do for a special day (e.g. For Picture **a**: *We'll play the guitar and sing. We'll have a party.*).

Outcome: Pupils can correctly say the phrases and use *What will you do _____? – We'll _____.* to ask and answer questions about what someone will do for special days.

3. Let's talk.

Goal: To use *What will you do _____? – We'll _____.* in a freer context.



Input: – Picture cues: some children singing on Teachers' Day; some children dancing on Children's Day; some children having a party at Mid-Autumn Festival; two children playing badminton on Sports Day

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

Procedure: **Step 1:** Have pupils look at the pictures. Draw their attention to the names of the special days and the activities the characters will do.

Step 2: Do the first picture together as an example. Elicit the missing words in the question (e.g. *on Teachers' Day*) and the answer (e.g. *We'll sing.*) and write them on the board. Get pupils to say the completed sentences.

Step 3: Repeat **Step 2** with the other pictures. Then put pupils into pairs to ask and answer questions about what the children will do for special days. Go around the classroom to offer support where necessary. Encourage them to extend their answers, e.g. for the first picture: *What will you do on Teachers' Day? – I'll sing an English song.*

Extension: Put pupils into pairs to practise asking and answering questions about their own special days, or different activities they do on the special days in the exercise. Praise good performances.

Suggested questions and answers for the extension activity:

What will you do on Children's Day? – We'll go to the zoo / park.

What will you do on Teachers' Day? – We'll sing and dance / play the guitar / piano.

What will you do on Sports Day? – We'll play football / basketball / badminton.

What will you do at Mid-Autumn Festival? – We'll have a party / sing and dance.

Outcome: Pupils can use *What will you do _____? – We'll _____.* in a freer context.

Preparation for the project: Tell pupils about the project on page 23. Ask them to make a menu for their class party as homework. Encourage them to select some food, drinks and fruit they will have at the party and complete the menu as on page 23. Tell pupils to bring their menus to the class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and use flash cards of special days (e.g. *Children's Day, Teachers' Day, Sports Day, Mid-Autumn Festival*) to revise the vocabulary and structures from Period 1 by asking *What will you do _____? – We'll _____.*
- Ask pupils to open their books at page 19 and look at Unit 13, Lesson 1, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about what someone will do for special days, and tick or cross the pictures.

Input: Picture cues:

1. a group of children dancing

2. a group of children singing

3. some boys playing football

4. a group of children having a party

Audio script:

1. *A:* What will you do on Teachers' Day?
B: We'll sing.

2. *A:* What will you do on Children's Day?
B: We'll dance.

3. *A:* What will you do on Sports Day?
B: We'll play football.

4. *A:* Will you be at Mid-Autumn Festival?

B: Yes, we will.

A: What will you do?

B: We'll have a party.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask them to identify the special days and the activities. For example, the children in Picture **1** are dancing on Teachers' Day / Children's Day. The children in Picture **2** are singing on Teachers' Day / Children's Day. The boys in Picture **3** are playing football on Sports Day. The children in Picture **4** are having a party at Mid-Autumn Festival. Tell pupils that they will look at activities in the pictures and tick or cross the boxes while listening.

Step 2: Do Picture **1** together as an example. Play the recording of the first exchange. The exchange says that the children will sing on Teachers' Day. Draw pupils' attention to Picture **1**, and they can see children are dancing (not singing), so ask pupils to put a cross in the box.

Step 3: Repeat **Step 2** with Pictures **2**, **3** and **4.** Then get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.

Extension: If time allows, play the recording again sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may play the recording again, pausing after each sentence for dictation practice.

Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about what someone will do for special days and tick or cross the pictures.

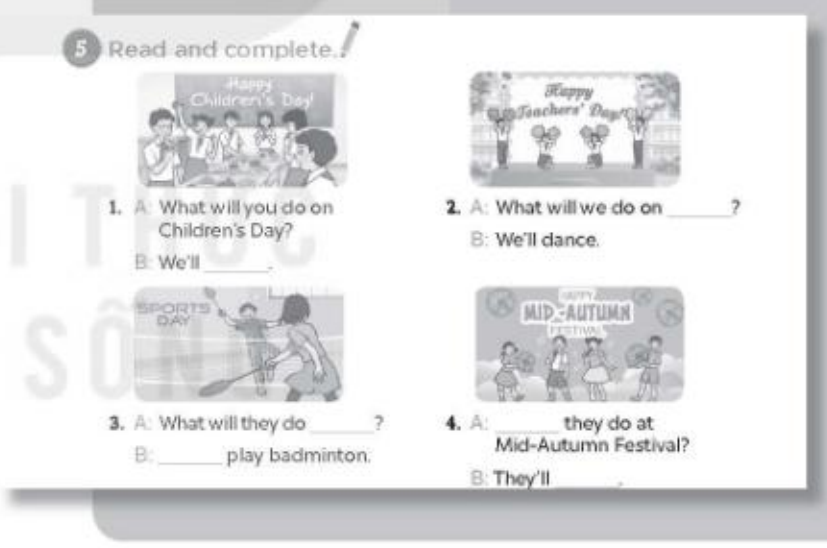
Key: 1. × **2.** × **3.** ✓ **4.** ✓

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Do Exchange **1** together with the class as an example. Have pupils read the exchange and guess the missing word in the answer (i.e. the activity the children will do on Children's Day). Then draw pupils' attention to the picture and elicit the
activity they will do on that day (*have a party*). Nominate a pupil to write the whole answer on the board (*We'll have a party*.). Have the class confirm the answer and copy it into their notebooks.

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

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

Step 4: Invite a few pairs of pupils to read or act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: 1. have a party **2.** Teachers' Day

3. on Sports Day; They'll **4.** What will; sing and dance

6. Listen, complete and sing.



Goal: To listen to and complete the song *What will you do on Children's Day?* and sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song

Procedure: **Step 1:** Tell pupils that they should fill in the gaps in the lyrics while listening, then sing the song with the correct pronunciation, rhythm and melody.

Step 2: Have pupils read the first verse of the lyrics, look at the picture and guess the word(s) that might be used to fill in the gap.

Step 3: Play the recording of the first verse of the song and let pupils fill in the answer (*sing*). Then play it again, line by line, for pupils to practise singing until they feel confident.

Step 4: Repeat **Steps 2** and **3** for the second verse. Go around the classroom and offer help, or correct the rhythm and melody if necessary.

Step 5: Play the recording and let pupils listen to and sing the whole song while clapping. Then invite a few groups to the front of the class to sing the song. The rest of the class may sing along and clap.

Extension: Have pupils brainstorm some other activities to replace the ones in the last lines of both verses. For example: *We'll play the piano and dance. / We'll play the guitar and dance.* (Gap 1); *They'll play the piano and sing. / They'll play some games and dance.* (Gap 2). Then let pupils sing the song with the new lyrics.

Outcome: Pupils can complete the song *What will you do on Children's Day?* and sing it with the correct pronunciation, rhythm and melody.

Key: **1.** sing **2.** Teachers' Day **3.** guitar

LESSON 2 (Period 3)

Warm-up

- Greet the class, then invite a few groups to the front of the class to sing the song *What will you do on Children's Day?* on page 19. The class may sing along and clap.
- Ask pupils to open their books at page 20 and look at Unit 13, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about drinks at an event.

Input: – Context **a**: Mary and Mai are talking about a birthday party

Mary: *Hi, Mai. Will you come to my birthday party next Sunday?*

Mai: *Yes, I will. Thanks!*

– Context **b**: Mary and Mai are talking about the drinks at the birthday party

Mai: *What drinks will you have at the party?*

Mary: *We'll have fruit juice and milk tea.*

Mai: *Shall I bring some fruits?*

Mary: *Yes, please!*

Procedure: **Step 1:** Ask pupils to look at Picture **a** and identify the characters and predict what they are talking about. Play the recording of the first dialogue for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat **Step 1** for Picture **b**.

Step 2: Play the recording again, sentence by sentence, for pupils to listen and repeat. Go around the classroom and correct their pronunciation if necessary.

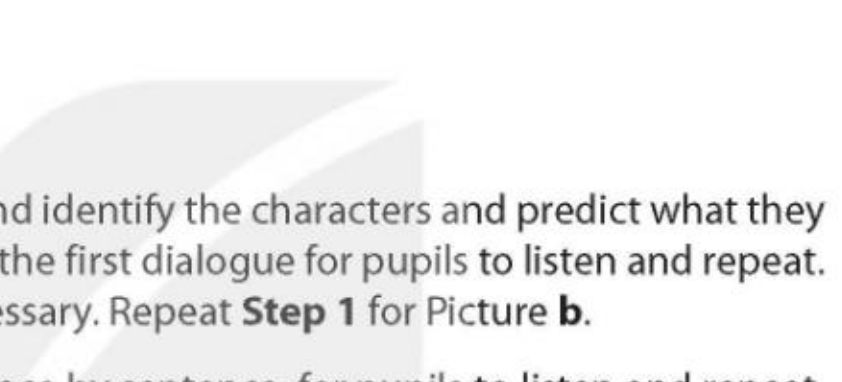
Step 3: Invite a few pairs to the front of the class to listen and act out the exchanges.

Step 4: Draw their attention to the question *What drinks will you have at the party?* and the answer *We'll have fruit juice and milk tea.* Explain that they are used to ask and answer questions about drinks at an event.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about drinks at an event.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Listen, point and say.



Goal: To correctly say the words and phrases and use *What food / drinks will you have at the party? – We'll have ____.* to ask and answer questions about food and drinks at an event.

Input: – Picture and word cues:

a. a pizza, and the word *pizza*

b. two burgers, and the word *burgers*

c. three cups of milk tea, and the phrase *milk tea*

d. two bottles of apple juice, and the phrase *apple juice*

– Speech bubbles:

What food / drinks will you have at the party? – We'll have ___.

Audio script:

a. pizza **b.** burgers **c.** milk tea **d.** apple juice

a. *A:* What food will you have at the party?

B: We'll have pizza.

b. *A:* What food will you have at the party?

B: We'll have burgers.

c. *A:* What drinks will you have at the party?

B: We'll have milk tea.

d. *A:* What drinks will you have at the party?

B: We'll have apple juice.

Procedure:

Step 1: Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the food and drinks.

Step 2: Play the first part of the recording for pupils to listen and repeat the words and phrases in chorus and individually, until they feel confident. Use the flash cards for *pizza, burgers, milk tea* and *apple juice* to practise the words and phrases.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word in the answer by pointing at Picture **a**, i.e. *pizza.* Play the next part of the recording for pupils to listen and repeat a few times. Repeat **Step 3** with Pictures **b**, **c** and **d**.

Step 4: Let pupils point at the pictures and ask and answer the questions in pairs. Go around the classroom to offer help if necessary. Then invite a few pairs to point at the pictures and act out the exchanges about the food and drinks at the party.

Extension: Have pupils talk about both food and drinks in the exchanges (e.g. *What food and drinks will you have at the party? – We'll have burgers and milk tea.*) Then invite a few pairs to act out the exchanges in front of the class. Praise good performances.

Outcome:

Pupils can correctly say the words and phrases and use *What food / drinks will you have at the party? – We'll have ___.* to ask and answer questions about food and drinks at an event.

3. Let's talk.

Goal:

To use *What food / drinks will you have at the party? – We'll have ___.* and *What will you do at / after the party? – We'll ___.* in a freer context.



Input:

– Picture cues: some food and drinks (chicken, vegetables, rice, grapes, water and milk) on the first table; some food and drinks (apples, chips, a pizza, a burger, apple juice and milk tea) on the second table

– Speech bubbles:

What food / drinks will you have at the party? – ___.

What will you do at / after the party? – ___.

Procedure: **Step 1:** Draw pupils' attention to the pictures and identify the contexts. Have pupils point at and say the names of the food and drinks. You can use the flash cards to learn / review the vocabulary items.

Step 2: Give pupils time to work in pairs and take turns asking and answering questions about the food and drinks someone will have and activities someone will do at or after the party, using the questions in the speech bubbles. Go around the classroom to offer support.

Step 3: Invite a few pairs to the front of the class to act out the exchanges. Praise pupils if they perform well.

Suggested answers:

What food / drinks will you have at the party? – We'll have chicken, grapes and mineral water.

What will you do at / after the party? – We'll sing and dance.

Extension: Have pupils brainstorm some food and drinks they will have and activities they will do at or after their birthday parties (e.g. *We'll have cakes, sweets, bananas and milk at my birthday party. We'll sing and dance.*) Invite a few pupils to tell the class about them.

Outcome: Pupils can use *What food / drinks will you have at the party? – We'll have* _____. and *What will you do at / after the party? – We'll*____. in a freer context.

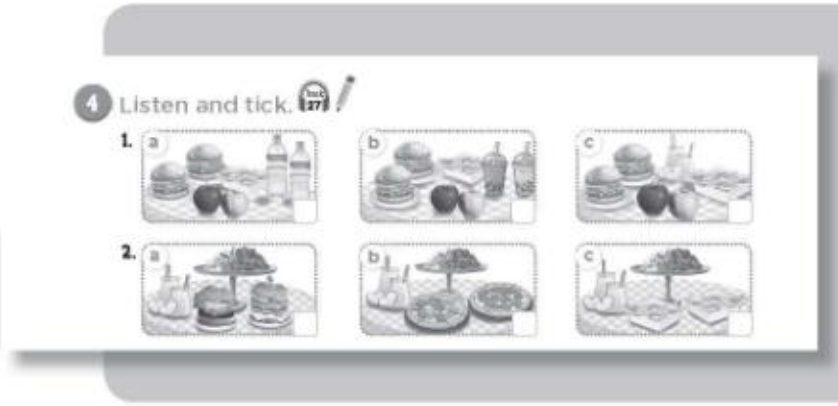
LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what food / drinks someone will have and what someone will do at / after an event.
- Ask pupils to open their books at page 21 and look at Unit 13, Lesson 2, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about food and drinks at an event, and tick the correct pictures.



Input: Picture cues:

1a. two burgers, some chips, two apples and two bottles of water

1b. two burgers, some chips, two apples and two cups of milk tea

1c. two burgers, some chips, two apples and two glasses of apple juice

2a. two burgers, some grapes and two glasses of apple juice

2b. two pizzas, some grapes and two glasses of apple juice

2c. some chips, some grapes and two glasses of apple juice

Audio script:

1. *A:* What food will you have at the party?

B: We'll have burgers, chips and apples.

A: And what drinks will you have?

B: We'll have milk tea.

2. *A:* Will you have apple juice at the party?

B: Yes, we will.

A: What food will you have?

B: We'll have burgers and grapes.

Procedure:

Step 1: Have pupils look at Pictures **1a**, **1b** and **1c**. Draw pupils' attention to the similarities (i.e. the food) and differences (i.e. the drinks) between the pictures by asking *What food and drinks will they have?* Check comprehension.

Step 2: Play the first dialogue in the recording all the way through. Then play it again for pupils to listen and tick the correct picture.

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

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

Extension: Put pupils into pairs and have them point at any picture (not just the correct ones) and act out the dialogue (e.g. Picture **1a**: P1: *What food and drinks will you have at the party?* – P2: *We'll have burgers, chips, apples and water.*). You could also ask pupils to write one or two sentences describing the food and drinks someone will have (e.g. Picture **1a**: *They'll have burgers, chips, apples and water at the party*. Picture **2a**: *They'll have burgers, grapes and apple juice at the party.*)

Outcome: Pupils can understand two communicative contexts in which characters ask and answer questions about food and drinks at an event, and tick the correct pictures.

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

5. Read and complete.

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

Input:
– Two picture cues
– Two gapped exchanges to complete


5 Read and complete.

1. A: What food will we have for dinner?
B: We'll have chicken, rice and vegetables.
A: And what drinks _____ we have?
B: We'll have _____ and lemonade.

2. A: What food will we have at our class party?
B: We'll have fish and chips, _____.
A: Will _____ have anything to drink?
B: Yes. We'll have _____.

Procedure:

Step 1: Have pupils look at the pictures and identify the food and drinks someone will have at a meal / party. Check comprehension.

Step 2: Do the first gapped dialogue together as an example. Have pupils read the dialogue and identify the use of the future tense (*will* + verb) in it. Then draw their attention to the gap in the second question , elicit the missing word (*will*), and ask them to write it in the gap. After that, let them look at the picture and fill in the second gap by themselves (*apple juice*).

Step 3: Allow pupils to work independently on the second gapped dialogue. Give pupils time to read the dialogue, look at the picture and fill in the gaps. Tell pupils that they will need to write more than one item in some of the gaps. Go around the classroom and give further support where necessary.

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Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Invite a few pairs to read or act out the completed dialogues in front of the class.

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

Key: 1. will; apple juice

2. burgers and pizza / pizza and burgers; we; water and milk tea / milk tea and water

6. Let's play.



Goal: To revise the target vocabulary and sentence patterns by playing the game *Our Children's Day party menu*.

Input: A picture showing two teams of pupils playing the game

– A teacher saying the word *fruits*

– A pupil in the first group holding up a piece of paper with three types of fruits written on it and saying: *This is our Children's Day party menu. We'll have mangoes, grapes, and bananas.*

– A pupil in the second group holding up a piece of paper with two types of fruits written on it

Procedure: **Step 1:** Tell the class that the game will be played in groups of two or three. The teacher says the word *food, drinks* or *fruits*, and the pupils in the groups write as many names of food, drinks or fruits as they can on the menu for their Children's Day party. Then the representative of each group will hold up their menu and tell the class about it. The group that writes the most correct words and says the sentences correctly will win the game. Use the illustration as an example to demonstrate how to play the game.

Step 2: Invite two or three groups to the front of the class. Give each group a large piece of paper. Say the word *food, drinks* or *fruits*. Give pupils a time limit to make a menu (listing the names of fruits, food or drinks according to the keyword the teacher says). When the time is up, the representative of each group shows the menu and tells the class about it.

Step 3: The game can be played in two rounds. For the first round, pupils write the words on the menu. Each correct word written on the menu is given one point. For the second round, each group shows and explains the menu to the class. Each correct sentence is given one point. The group that has the most correct points is the winner.

Outcome: Pupils can revise the target vocabulary and sentence patterns by playing the game *Our Children's Day party menu*.

LESSON 3 (Period 5)

Warm-up

- Invite two groups of pupils to the front of the class to play the game *Our Children's Day party menu* on page 21.
- Ask pupils to open their books at 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 stress the correct words in *Wh*-questions *'What 'food will you 'have at the 'party?* and *'What 'drinks will you 'have at the 'party?*

Input: Two *Wh*-questions *'What 'food will you 'have at the 'party?* and *'What 'drinks will you 'have at the 'party?*

Procedure: **Step 1:** Have pupils look at the first question. Draw their attention to the stressed words (*What, food, have* and *party*). Explain that they are the most important words in the question so they need to be stressed. Check comprehension.

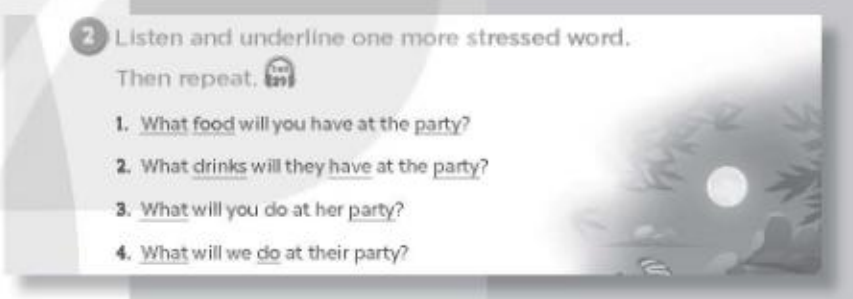
Step 2: Play the recording for pupils to listen to and repeat, in chorus and individually, until they feel confident. Correct stress and pronunciation if necessary. Repeat **Steps 1** and **2** with the second question.

Step 3: Let pupils work in pairs or groups, saying the questions with the correct stress. Go around the classroom to offer help if necessary.

Step 4: Invite a few pupils to say the questions in front of the class. Praise them when they perform well.

Outcome: Pupils can stress the correct words in *Wh*-questions *'What 'food will you 'have at the 'party?* and *'What 'drinks will you 'have at the 'party?*

2. Listen and underline one more stressed word. Then repeat.



Goal: To identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.

Input: Four *Wh*-questions

Audio script:

1. 'What 'food will you 'have at the 'party?

2. 'What 'drinks will they 'have at the 'party?

3. 'What will you 'do at her 'party?

4. 'What will we 'do at their 'party?

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they should listen to the recording and underline one more stressed word in each question. Check comprehension.

Step 2: Play the recording for pupils to listen. Play it again for pupils to listen and underline the missing stressed word. Then get pupils to swap books with a partner and check their answers before checking as a class.

Step 3: Have pupils read aloud the questions in pairs or groups. Go around the classroom and correct the stress in the questions if necessary.

Step 4: Invite a few pupils to read aloud the questions in front of the class. Praise them when they perform well.

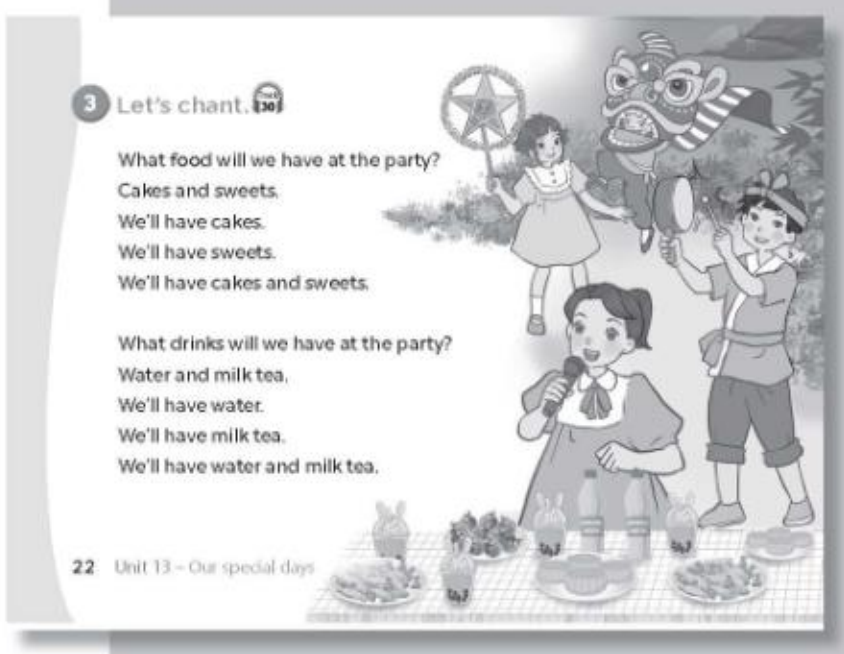
Extension: Have pupils write two or three *Wh*-questions of their own and mark the stressed words (e.g. *'What did you 'do 'yesterday? 'Where did they 'go last 'month?*).

Outcome: Pupils can identify and underline the missing stressed word in four questions and say the questions with the correct stress while listening.

Key: 1. have **2.** what **3.** do **4.** party

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3. Let's chant.



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

Input: – A picture of some food and drinks, and three children singing and dancing at an event

– The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the lyrics of the chant. Then get them to look at the food and drinks on the table to reinforce their understanding. Check comprehension.

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Draw their attention to the stressed words, pronunciation and rhythm. Play it again line by line, for pupils to listen and repeat. Encourage them to clap while chanting.

Step 3: Invite a few groups to say the chant in front of the class. The rest of the class chants and claps along.

Extension: Encourage pupils to make a chant of their own by replacing some food items in the first verse, e.g.:

What food will we have at the party?

Grapes and mangoes.

We'll have grapes.

We'll have mangoes.

We'll have grapes and mangoes.

and drinks in the second verse, e.g.:

What drinks will we have at the party?

Fruit juice and milk.

We'll have fruit juice.

We'll have milk.

We'll have fruit juice and milk.

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

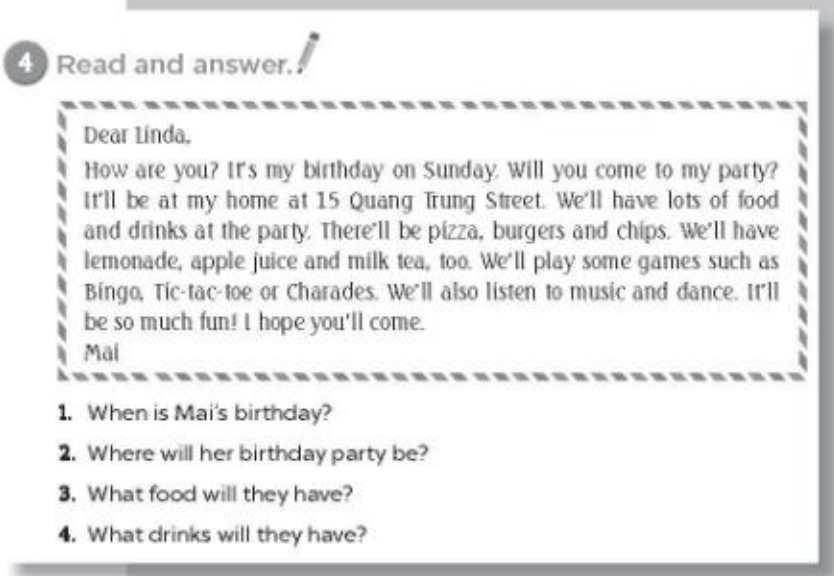
LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 23 and look at Unit 13, Lesson 3, Activity 4.

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4. Read and answer.


4 Read and answer.

Dear Linda,

How are you? It's my birthday on Sunday. Will you come to my party? It'll be at my home at 15 Quang Trung Street. We'll have lots of food and drinks at the party. There'll be pizza, burgers and chips. We'll have lemonade, apple juice and milk tea, too. We'll play some games such as Bingo, Tic-tac-toe or Charades. We'll also listen to music and dance. It'll be so much fun! I hope you'll come.

Mai

1. When is Mai's birthday?
2. Where will her birthday party be?
3. What food will they have?
4. What drinks will they have?

Goal: To read and show understanding of a letter by answering the questions.

Input: – A short letter about the food and drinks at Mai's birthday party

– Four questions to answer

Procedure: **Step 1:** Tell pupils the goal of the activity – explain that they should read the letter and answer the questions. Check comprehension.

Step 2: Answer the first question together as an example. Have pupils look at the question. Explain that the word *When* in the question *When is Mai's birthday?* refers to the day of the birthday. Then let them read the letter and find the appropriate information to answer the question with (*It's my birthday on Sunday*). Invite one or two pupils to answer the question.

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

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. If time allows, invite one or two pupils to read the letter in front of the class.

Extension: Divide pupils into groups and have them explain the main ideas of the letter using the answers to the questions (*Mai's birthday is on Sunday. Her party will be at 15 Quang Trung Street. They'll have pizza, burgers and chips. They'll have lemonade, apple juice and milk tea.*).

Outcome: Pupils can read and show understanding of the letter by answering the questions.

Key:

1. Mai's birthday / It is on Sunday.

2. Her birthday party / It will be at 15 Quang Trung Street.

3. They'll have pizza, burgers and chips.

4. They'll have lemonade, apple juice and milk tea.

5. Let's write.


5 Let's write.

Write about your birthday party. (about 40 words)

- When is your birthday?
- What food, drinks and fruits will you have at your birthday party?
- What will you do at the party?

My birthday is _____. At my birthday party, we'll _____

_____

_____.

Goal: To write a paragraph of about 40 words about food and drinks pupils will have at their birthday parties, with the help of questions and gapped sentences.

Input: – Three questions

– Two gapped sentences as a guide

Procedure: **Step 1:** Tell the class the goal of the activity. Explain that they should answer the questions and use the gapped sentences to write the paragraph, using their own information. Tell pupils that their paragraph should be about 40 words long. Check their comprehension.

Step 2: Have pupils complete the first gapped sentence together as an example. Let them answer the first question and elicit the words for the months as necessary from the class. Then have them fill in the gap in the first sentence (e.g. *My birthday is in May.*). Check that pupils don't forget to include *in*.

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

Step 4: Get pupils to swap their books with a partner and check their writing. Invite one pupil to read his / her paragraph aloud.

Outcome: Pupils can write a paragraph of about 40 words about food and drinks they will have at their birthday parties, with the help of questions and gapped sentences.

Suggested answer: My birthday is in May. At my birthday party, we'll have cakes, burgers and fruit. We'll have water, lemonade and milk tea. I'll invite some friends to my party. We'll sing and dance. We'll have a lot of fun.

6. Project.

Goal: To present a menu for a class party to the class.



Input: – A menu with three columns (*Food, Drinks, Fruits*)

– A girl pointing at the menu, saying: *Our class party will be _____. We'll have _____.*

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to present the menus they have prepared at home.

Step 2: Have pupils work in groups of three or four. Each pupil shows his / her menu and tells the group about it. Go around the classroom and offer help if necessary.

Step 3: Invite a few pupils to hold up their menus and present them to the whole class. Praise pupils when they do the task well.

Outcome: Pupils can present a menu for a class party to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation: Our class party will be next Saturday. We'll have burgers, pizza, cakes and sweets. We'll drink water and milk tea. We'll have apples and grapes. Thank you for listening.

UNIT 14 – STAYING HEALTHY

Objectives

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

- stress the correct words in *Yes / No* questions such as *Does she 'eat 'healthy 'food?* and *Is your 'brother a 'strong 'swimmer?*;
- use the phrases *do morning exercise, do yoga, drink fresh juice, eat healthy food, eat vegetables, play sports, every day, once a week, three times a week* and *twice a week* in relation to the topic "Staying healthy";
- use *How does he / she stay healthy? – He / She _____.* to ask and answer questions about a family member's lifestyle;
- use *How often does he / she _____? – _____.* to ask and answer questions about the frequency of an activity;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Staying healthy";
- read and write about someone's lifestyle;
- make a healthy habit circle about what they eat, drink and do to stay healthy, and present their healthy habits to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask pupils to play a vocabulary game to activate knowledge of some food and drinks they like.
- Ask pupils to open their books at page 24 and look at Unit 14, Lesson 1, Activity 1. Write the title *Staying healthy* on the board and read it for the class to repeat. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member's lifestyle.



Input: – Context **a**: Lucy and Nam jogging, and Lucy's brother doing morning exercise in the park

Nam: *I want to stay healthy, Lucy. I eat vegetables and drink a lot of water. Is that your brother over there?*

Lucy: *Yes, that's my brother, Tom. He also wants to stay healthy.*

– Context **b**: Lucy and Nam talking about Lucy's brother, Tom

Nam: *How does he stay healthy?*

Lucy: *He does morning exercise every day.*

Nam: *Yeah, me too.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures. If pupils use Vietnamese, repeat their responses in English.

Step 2: Play the recording and encourage pupils to point at the characters while listening.

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

Step 4: Draw pupils' attention to the question *How does he stay healthy?* and the answer *He does morning exercise every day*. Explain that they are used to ask and answer questions about someone's lifestyle.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member's lifestyle.

2. Listen, point and say.



Goal: To correctly say the phrases and use *How does he / she stay healthy? – He / She* _____. to ask and answer questions about someone's lifestyle.

Input: – Picture and word cues:

a. a woman doing morning exercise, and the phrase *do morning exercise*

b. a man playing sports, and the phrase *play sports*

c. a woman holding a glass of fresh juice, and the phrase *drink fresh juice*

d. a boy with a bowl of healthy food, and the phrase *eat healthy food*

– Speech bubbles: *How does he / she stay healthy? – He / She* _____.

Audio script:

a. do morning exercise **b.** play sports

c. drink fresh juice **d.** eat healthy food

a. *A:* How does she stay healthy?

B: She does morning exercise.

b. *A:* How does he stay healthy?

B: He plays sports.

c. *A:* How does she stay healthy?

B: She drinks fresh juice.

d. *A:* How does he stay healthy?

B: He eats healthy food.

Procedure: **Step 1:** Have pupils look at the pictures, say what they can see and identify the activities.

Step 2: Play the first part of the recording for pupils to listen to and repeat the phrases under the pictures, in chorus and individually, until they feel confident. Use the flash cards for *do morning exercise, play sports, drink fresh juice* and *eat healthy food* to practise the phrases.

Step 3: Have pupils point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words (*does morning exercise*). Draw pupils' attention to the change in verb form in the answer (*does* instead of *do*). Play the next part of the recording a few times for pupils to listen to and repeat the sentences in Exchange **a**.

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

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about a family member's lifestyle.

Extension: Elicit additional vocabulary items related to the topic from the pupils, then use them to play a miming game. After a correct guess, ask *How does he / she stay healthy?*, to encourage pupils to provide answers using the vocabulary in the game.

Outcome: Pupils can correctly say the phrases and use *How does he / she stay healthy? – He / She _____.* to ask and answer questions about someone's lifestyle.

3. Let's talk.

Goal: To use *How does your _____ stay healthy? – He / She _____.* in a freer context.

Input:
- Picture cues: activities people do to stay healthy and healthy food and drinks
- Speech bubbles: *How does your _____ stay healthy? – _____.*



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

Step 2: Point at the first picture and elicit the question (e.g. *How does your sister stay healthy*?) and an answer (*She does morning exercise.)*. Then write the answer on the board. Repeat the same procedure with the other pictures. Get the pupils to say the four completed sentences.

Step 3: Put pupils into pairs to ask and answer questions about how their family members or friends stay healthy. Go around and offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom to ask and answer questions about a family member's lifestyle.

Outcome: Pupils can use *How does your _____ stay healthy? – _____.* in a freer context.

Suggested answers:

How does your mother / father / sister / brother stay healthy?

He / She drinks fresh juice / does morning exercise / eats healthy food / plays sports every day.

Preparation for the project: Tell pupils about the project on page 29. Ask them to make a healthy habit circle about what they eat, drink and do to stay healthy. Tell them they will present their healthy habits to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and use flash cards to revise the vocabulary in Period 1.
- Ask pupils to open their books at page 25 and look at Unit 14, Lesson 1, Activity 4. Tell pupils what they will learn in this lesson.

4. Listen and match.

Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about a family member's lifestyle, and match the characters with the activities they do to stay healthy.



Input: Picture cues:

1. a mother

2. a father

3. a sister

4. a brother

a. sports

b. fresh juice

c. morning exercise

d. healthy food

Audio script:

1. *A:* How does your mother stay healthy?

B: She plays sports regularly. She likes volleyball and badminton.

2. *A:* Does your father play football regularly?

B: No, he doesn't.

A: How does he stay healthy?

B: He does morning exercise every day.

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3. *A:* How does your sister stay healthy?

B: She drinks fresh juice regularly.

4. *A:* How does your brother stay healthy?

B: He eats healthy food.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *What do you see?* to elicit the characters and the activities in the pictures. Tell them that they need to match Pictures **1**, **2**, **3** and **4** with Pictures **a**, **b**, **c** and **d** in correspondence with what they hear in the recording. Elicit the words *mother, father, sister* and *brother* in the first set of pictures, and *sports, fresh juice, morning exercise* and *healthy food* in the second set.

Step 2: Play the recording all the way through for pupils just to listen. Then play the recording again for pupils to listen again and match the correct picture to each character.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Who are they talking about? How does he / she stay healthy? What does he / she do?*

Extension: Play the recording, pausing after each question, and have pupils recall the answer before you play it. Check if they can give the correct answer. Correct their pronunciation where necessary.

Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about a family member's lifestyle and match the characters with the activities they do to stay healthy according to what they hear.

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

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Complete the first gapped exchange with the class as an example. Have pupils read the exchange and try to guess the missing word. Then draw pupils' attention to the picture and elicit the answer (*juice*).

Step 2: Give pupils a time limit to complete gapped Exchanges **2**, **3** and **4** independently. Go around the classroom and help where necessary.

Step 3: Get pupils to swap books with a partner to check their answers. Invite one pupil to write the answers on the board. Ask questions to have pupils explain why they chose the answers. For example, for Exchange **2**, ask *Why did you choose "morning exercise"? – Because in the picture, she's doing morning exercise.*

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

Key: 1. juice **2.** morning exercise **3.** plays sports; volleyball **4.** How does; food

6. Listen, complete and sing.



Goal: To listen to and complete the song *Staying healthy,* and to sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *Staying healthy*

Procedure: **Step 1:** Tell pupils the aim of this activity: They will listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.

Step 2: Have pupils read the lyrics and guess the word(s) to fill in the gaps with the help of pictures.

Step 3: Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.

Step 4: Play the recording and let pupils listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.

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

Outcome: Pupils can complete the song *Staying healthy* and to sing it with the correct pronunciation, rhythm and melody.

Key: **1.** morning exercise **2.** sports **3.** fruit

LESSON 2 (Period 3)

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Warm-up

- Greet the class, then have pupils sing the song *Staying healthy* and clap their hands.
- Ask pupils to open their books at page 26 and look at Unit 14, Lesson 2, Activity 1.
- Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

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



Input: – Context **a**: Ben and Mai at a swimming pool talking about Mai's brother

Ben: *Your brother's a strong swimmer.*

Mai: *Yes, he is. He wants to join the swimming team at his school.*

– Context **b**: Ben asking Mai about her brother's habit

Ben: *That's great! How often does he swim?*

Mai: *Every day. Even at the weekend.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b,** identify the characters and predict who they are talking about.

Step 2: Play the recording for them to listen and check the prediction.

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

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

Step 5: Draw pupils' attention to the question *How often does he swim?* and the answer *Every day.* Explain that they are used to ask and answer questions about the frequency of an activity.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the frequency of an activity.

2. Listen, point and say.

Goal: To correctly say the phrases and use *How often does he / she ____? – ____.* to ask and answer questions about the frequency of an activity.



Input: – Picture and word cues:

a. a girl doing yoga, and the phrases *do yoga / once a week*

b. a boy playing badminton, and the phrases *play badminton / twice a week*

c. a boy drinking orange juice, and the phrases *drink orange juice / three times a week*

d. a girl eating vegetables, and the phrases *eat vegetables / every day*

– Speech bubbles: *How often does he / she ____? – ____.*

Audio script:

a. do yoga / once a week

b. play badminton / twice a week

c. drink orange juice / three times a week

d. eat vegetables / every day

a. *A:* How often does she do yoga?

B: Once a week.

b. *A:* How often does he play badminton?

B: Twice a week.

c. *A:* How often does he drink orange juice?

B: Three times a week.

d. *A:* How often does she eat vegetables?

B: Every day.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and describe what they can see in each picture.

Step 2: Play the first part of the recording for pupils to listen to and repeat the phrases, in chorus and individually, until they feel confident. Use the flash cards to practise all eight phrases.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Ask pupils to look at the picture and choose the correct word *he* or *she* for the speech bubbles. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.

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

Outcome: Pupils can correctly say the phrases and use *How often does he / she ____? – ____.* to ask and answer questions about the frequency of an activity.

3. Let's talk.

Goal: To use *How does your ____ stay healthy? – He / She ____.* and *How often does your ____? – He / She ____.* in a freer context.



Input: – Picture cues: four pictures, each containing a character, an activity and a timetable

– Speech bubbles:

How does your ____ stay healthy? – ____.

How often does your ____? – ____.

Procedure: **Step 1:** Ask pupils to look at the pictures and elicit the activities. Remind pupils that *How does your ____ stay healthy? – ____.* and *How often does your ____? – ____.* are used to ask and answer questions about someone's healthy habits and the frequency with which they do their healthy activity.

Step 2: Give pupils time to work in pairs and take turns pointing at the pictures and asking and answering questions about the character's habits.

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

Extension: Turn the questions and answers into a personalised talk. Have pupils talk about what their family members do every day.

Outcome: Pupils can use *How does your ____ stay healthy? – He / She ____.* and *How often does your ____? – He / She ____.* in a freer context.

Suggested answers:

– How does your brother stay healthy?

He plays football.

– How often does your brother play football?

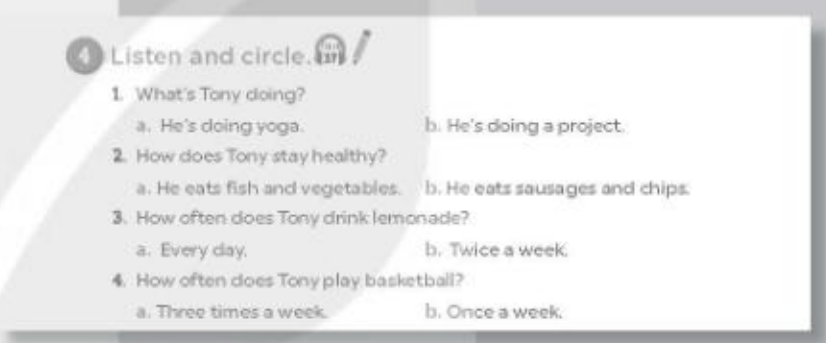
Once a week.

LESSON 2 (Period 4)

Warm-up

– Greet the class, then use the flash cards to revise the phrases on page 26.
– Get pupils to open their books at page 27 and look at Unit 14, Lesson 2, Activity 4.

4. Listen and circle.


4 Listen and circle.

1. What's Tony doing?
   a. He's doing yoga. b. He's doing a project.
2. How does Tony stay healthy?
   a. He eats fish and vegetables. b. He eats sausages and chips.
3. How often does Tony drink lemonade?
   a. Every day. b. Twice a week.
4. How often does Tony play basketball?
   a. Three times a week. b. Once a week.

Goal: To listen to and understand a conversation in which the speakers talk about someone's healthy activities, and circle the correct answers.

Input: Four questions, each with two answer options

Audio script:

A: Hi, Mai. What's Tony doing?

B: He's doing a project.

A: What's it about?

B: It's about staying healthy.

A: How does he stay healthy?

B: He eats healthy food like fish and vegetables.

A: Does he drink lemonade every day?

B: No, he doesn't. He drinks lemonade twice a week.

A: Does he do morning exercise?

B: No, he doesn't, but he plays basketball three times a week.

A: Wow!

Procedure: **Step 1:** Ask pupils to read the questions and the answer options. Have them work in pairs to guess the correct options. Check comprehension.

Step 2: Play the recording all the way through so that pupils can become familiar with the characters' voices. Then play the recording again for them to listen and circle the correct options.

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Step 3: Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop after each answer is given, for the class to double-check their answers. Have pupils repeat the information in the recording to explain their answer in a full sentence, for example, *He's doing a project. He eats healthy food like fish and vegetables. He drinks lemonade twice a week. He plays basketball three times a week.*

Outcome: Pupils can understand a conversation in which the speakers talk about someone's healthy activities and circle the correct answers.

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

5. Read and complete.


5 Read and complete.

1. A: How does your brother stay healthy?
   B: He drinks _____.
   A: How often does he drink it?
   B: _____ a week.

2. A: My sister is a member of the aerobics club.
   B: Oh, really? _____ does she do aerobics?
   A: Twice a _____ after class.
   B: Does your sister eat healthy food?
   A: Yes, she does. She eats fruit and _____ regularly.

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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Complete the first gapped exchange with the class as an example. Have pupils read the exchange and guess the missing words. Then draw pupils' attention to the picture and elicit the answers *(orange juice; three times).*

Step 2: Give pupils a time limit to complete Exchange **2** independently. Go around the classroom and help where necessary.

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

Extension: Work in pairs. Ask pairs to change one detail in the exchange and role-play it. Ask the class to listen and write down the information that is different. For example, *He drinks lemonade.* instead of *He drinks orange juice*.

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

Key: 1. orange juice; Three times **2.** How often; week; vegetables

6. Let's play.



Goal: To revise the target vocabulary and structures related to the topic "Staying healthy" by playing *Frequency Game*.

Input: An illustration of two groups playing the game

– Five flash cards of healthy activities on the board

– One pupil asking: *How often does she do aerobics?*

– Another pupil holding up a '1' and answering: *Once a week.*

Procedure: **Step 1:** Invite two teams, A and B, to play the game. Tell the teams the rules, using the illustration as an example to demonstrate how it works. Team A asks a question using *How often _____?* Team B then picks a piece of paper with a number on it, and uses the number to answer the question. For example, the number one

means *once a week* or *once a month*. If the question is asked correctly, Team A gets one point. If the answer is correct, Team B gets one point. If Team A fails to ask the question correctly, Team A does not get a point, and the teacher then asks the question correctly to Team B so that they can still earn a point. Then the teams swap roles – Team B asks and Team A answers.

Step 2: After two minutes, the team with the most points wins.

Step 3: The game continues with other teams.

Outcome: Pupils can revise the target vocabulary and structures learnt related to the topic "Staying healthy" by playing *Frequency Game*.

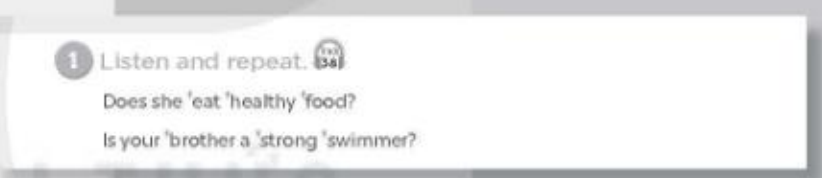
LESSON 3 (Period 5)

Warm-up

- Greet the class, then have pupils play *Frequency Game* with vocabulary such as *do aerobics, drink milk tea, drink orange juice, play badminton,* and *eat vegetables*.
- Get pupils to open their books at page 28 and look at Unit 14, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.

Goal: To stress the correct words in *Yes / No* questions *Does she 'eat 'healthy 'food?* and *Is your 'brother a 'strong 'swimmer?*



Input: Two *Yes / No* questions *Does she 'eat 'healthy 'food?* and *Is your 'brother a 'strong 'swimmer?*

Procedure: **Step 1:** Have pupils look at the first question. Draw their attention to the stressed words (*eat, healthy* and *food*). Explain that they are the most important words in the question so they need to be stressed. Check comprehension.

Step 2: Play the recording for pupils to listen and repeat, in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary. Repeat **Steps 1** and **2** for the second question.

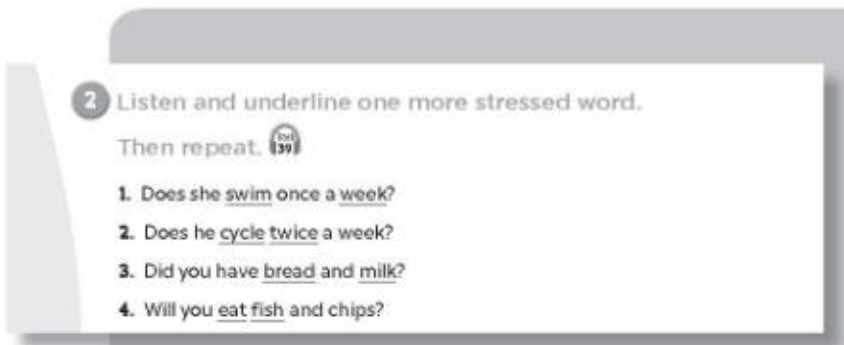
Step 3: Let pupils work in pairs or groups, practising saying the questions with correct sentence stress. Go around the classroom to offer help if necessary.

Step 4: Invite a few pupils to listen to and repeat the questions in front of the class. Praise them when their pronunciation is good.

Extension: Ask pupils to replace *healthy food* and *strong swimmer* in the sentences, and practise reading the sentences aloud. Pay attention to the sentence stress.

Outcome: Pupils can stress the correct words in *Yes / No* questions *Does she 'eat 'healthy 'food?* and *Is your 'brother a 'strong 'swimmer?*

2. Listen and underline one more stressed word. Then repeat.



Goal: To identify and underline the missing stressed word in four questions, and to say the questions with the correct sentence stress while listening.

Input: Four *Yes/No* questions

Audio script:

1. Does she 'swim 'once a 'week?

2. Does he 'cycle 'twice a 'week?

3. Did you 'have 'bread and 'milk?

4. Will you 'eat 'fish and 'chips?

Procedure:

Step 1: Draw pupils' attention to the four questions. Explain what they have to do. Check comprehension.

Step 2: Play the recording for pupils to listen and underline one more stressed word in each question. Play it again for them to listen and check.

Step 3: Tell pupils to swap books with a partner, then check their answers as a class. Write the correct answers on the board. Then discuss with pupils if they can spot a pattern to what words are stressed in *Yes / No* questions (keywords such as the main verb, frequency words and nouns).

Step 4: Get pupils to work in pairs or groups, reading the questions aloud with the correct stress. Go around the classroom and correct their pronunciation if necessary.

Step 5: Invite a few pupils to read the questions in front of the class. Praise them when they read the sentences correctly.

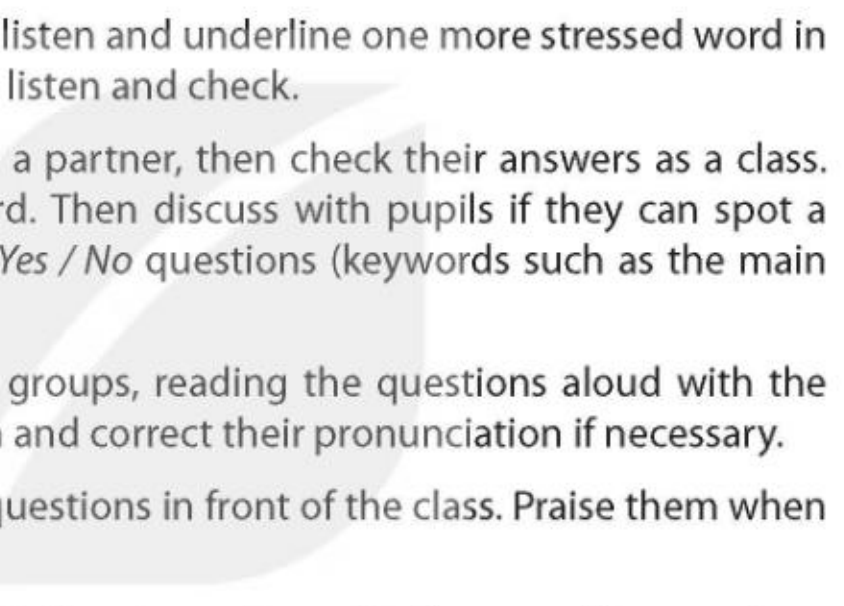
Outcome: Pupils can identify and underline the missing stressed word in four questions, and say the questions with the correct sentence stress while listening.

Key: 1. once **2.** week **3.** have **4.** chips

3. Let's chant.

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

Input: The lyrics and recording of the chant



Procedure:

Step 1: Have pupils read the lyrics of the chant. Then get them to look at the pictures to reinforce their understanding. 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 stressed words. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the pronunciation and rhythm. Encourage them to clap while chanting.

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Step 3: Divide the class into two groups to take turns listening to and repeating the chant while the rest of the class claps along.

Extension: If time allows, invite a few groups to say the chant in front of the class. The rest of the class chants and claps along.

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

LESSON 3 (Period 6)

Warm-up

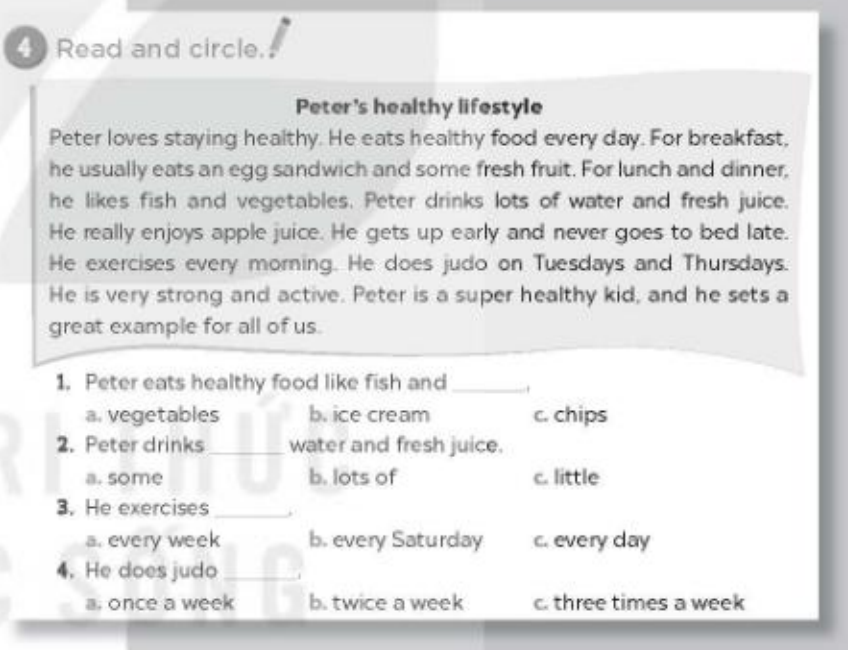
- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions.
- Ask pupils to open their books at page 29 and look at Unit 14, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read and show understanding of the text by choosing the correct answer options to complete the sentences.

Input: – A short text about Peter's healthy lifestyle

– Four gapped sentences, each with three answer options


4 Read and circle.

Peter's healthy lifestyle

Peter loves staying healthy. He eats healthy food every day. For breakfast, he usually eats an egg sandwich and some fresh fruit. For lunch and dinner, he likes fish and vegetables. Peter drinks lots of water and fresh juice. He really enjoys apple juice. He gets up early and never goes to bed late. He exercises every morning. He does judo on Tuesdays and Thursdays. He is very strong and active. Peter is a super healthy kid, and he sets a great example for all of us.

1. Peter eats healthy food like fish and _____.
   a. vegetables b. ice cream c. chips
2. Peter drinks _____ water and fresh juice.
   a. some b. lots of c. little
3. He exercises _____.
   a. every week b. every Saturday c. every day
4. He does judo _____.
   a. once a week b. twice a week c. three times a week

Procedure: **Step 1:** Tell pupils the goal of the activity – explain that they should read the text and complete the sentences by choosing the correct answer options. Check comprehension.

Step 2: Do Sentence **1** as an example. First, have pupils read the gapped sentence and the three options. Then, have pupils find the information about the food Peter eats in the text. Ask where in the text they can find the information. Elicit that pupils need to find the keyword *fish* in the reading text and read the words after that to find the information. Ask pupils to choose the correct option to complete Sentence **1**.

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

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Have pupils read aloud the sentences in the reading text that helped them find the correct information. For example, *Peter likes fish and vegetables. Peter drinks lots of water and fresh juice. He exercises every morning. He does judo on Tuesdays and Thursdays.*

Extension: Have pupils write one sentence to compare Peter's lifestyle with their own using *and* or *but*. For example, *Peter's favourite juice is apple juice, but I like coconut water. Peter and I do morning exercise every day.*

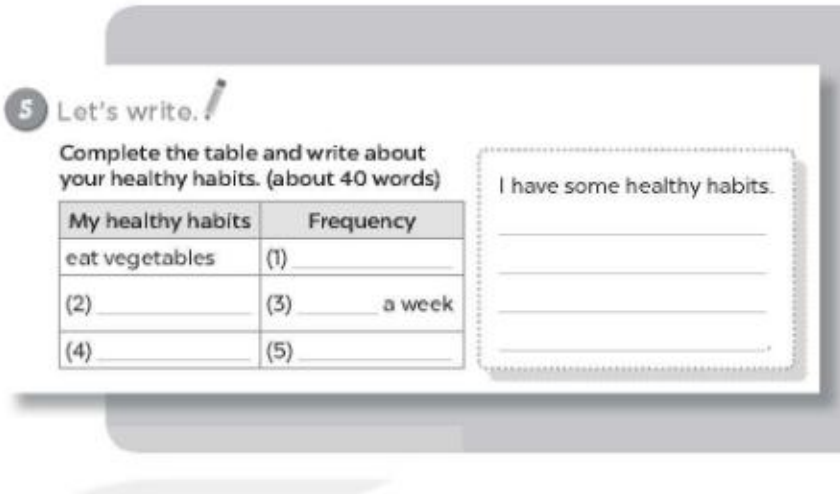
Outcome: Pupils can read and show understanding of the text by choosing the correct answer options to complete the sentences.

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

5. Let's write.

Goal: To write a paragraph of about 40 words about healthy habits.

Input: A table with two columns to help pupils write about their healthy habits



Procedure: **Step 1:** Tell the class the goal of the activity – explain that they should read and complete the table before writing a paragraph about their healthy habits. Check comprehension.

Step 2: Have pupils read the first row and elicit some activities they usually do to stay healthy and the frequency of these activities. Have them read the healthy habit in the second row and complete the first gap with their own answers.

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

Step 4: Have pupils use the information in the table to write about their healthy habits. Tell pupils that they should write about 40 words. Go around the classroom and offer help where necessary.

Step 5: Have some pupils read their paragraphs aloud. Give feedback where necessary.

Outcome: Pupils can write a paragraph of about 40 words about their healthy habits.

Suggested answer:

My healthy habits	Frequency
eat vegetables	(1) every day
(2) drink orange juice	(3) twice a week
(4) play basketball	(5) three times a week

I have some healthy habits. I eat vegetables every day. My favourite vegetables are carrots and tomatoes. I like drinking fresh juice. I drink orange juice twice a week. I play basketball three times a week. I want to stay healthy.

6. Project

Goal: To present their healthy lifestyles to the class.

Input: A pupil presenting her healthy habit circle and a speech bubble: *This is my healthy lifestyle. I eat a lot of fruit. _____.*



Procedure:

Step 1: Tell pupils the goal of the activity. Explain that they have prepared a healthy habit circle. In the healthy habit circle, there is information about what they eat, drink and do to stay healthy. Ask them to hold up their healthy habit circle and share it with their classmates.

Step 2: Have pupils work in groups to give their presentations. Go around the classroom and offer help where necessary.

Step 3: Invite a few pupils to give their presentations again in front of the class. Praise good performances.

Outcome:

Pupils can present their healthy lifestyles to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

This is my healthy habit circle. I eat fruit every day. I like apples, grapes and mangoes. I drink lots of water and fresh juice. I like coconut water and apple juice. I do morning exercise with my parents every day. I play badminton with my sister three times a week. I want to stay healthy.

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UNIT 15 – OUR HEALTH

Objectives

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

- stress the correct words in *Wh*-questions such as '*What's the* 'matter? and '*What should I* 'do?;
- use the words *headache, sore throat, stomach ache, toothache* and the phrases *drink warm water, go to the dentist, have a rest* and *take some medicine* in relation to the topic "Our health";
- use *What's the matter? – I have a* ___. to ask and answer questions about common health problems;
- use *You should* _____. – *Thanks for your advice.* to give and respond to advice about health problems;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our health";
- read and write about someone's common health problems;
- conduct a survey about common health problems, give advice and make a presentation to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.
- Spend a few minutes revising Unit 14 by asking the class to do the project from Lesson 3 or talk about someone's lifestyle.
- Ask pupils to open their books at page 30 and look at Unit 15, Lesson 1, Activity 1. Write the title *Our health* 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 focusing on asking and answering questions about someone's health problem.

Input: – Context **a**: Lucy lying in her bed. Her mother sitting next to her.



Lucy's mother: *Are you OK, Lucy?*

Lucy: *I don't feel well.*

– Context **b**: Lucy's mother asking Lucy about her health

Lucy's mother: *What's the matter?*

Lucy: *Ouch! I have a headache.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters and any other details they can describe.

Step 2: Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times 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** and the second dialogue.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Check their pronunciation, and give feedback where necessary.

Step 5: Draw pupils' attention to the question *What's the matter?* and the answer *I have a headache*. Explain that they are a question and an answer about someone's health problem.

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

2. Listen, point and say.

Goal: To correctly say the words and use *What's the matter? – I have a _____.* to ask and answer questions about common health problems.



Input: – Picture and word cues:

a. a boy with a toothache, and the word *toothache*

b. a girl with a headache, and the word *headache*

c. a boy with a sore throat, and the words *sore throat*

d. a girl with a stomach ache, and the words *stomach ache*

– Speech bubbles: *What's the matter? – I have a _____.*

Audio script:

a. toothache **b.** headache **c.** sore throat **d.** stomach ache

a. *A:* What's the matter?

B: I have a toothache.

b. *A:* What's the matter?

B: I have a headache.

c. *A:* What's the matter?

B: I have a sore throat.

d. *A:* What's the matter?

B: I have a stomach ache.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

Step 2: Point at the question pattern *What's the matter?* Read it aloud and have pupils repeat it several times. Repeat the same procedure with the answer pattern *I have a* ___.

Step 3: Point at Picture **a** and have pupils listen to the next part of the recording and repeat *What's the matter? – I have a toothache.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils in pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give feedback where necessary.

Outcome: Pupils can correctly say the words and use *What's the matter? – I have a* _____. to ask and answer questions about common health problems.

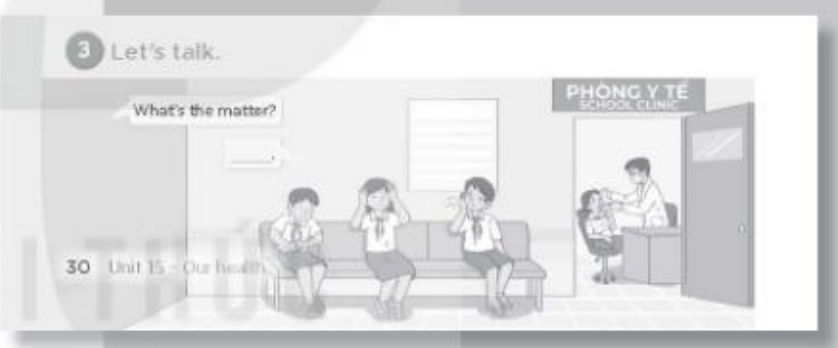
3. Let's talk.

Goal: To use *What's the matter? – I have a* ___. in a freer context.

Input: – Picture cue: a clinic at a primary school where some pupils are waiting for the doctor

– Speech bubbles:

What's the matter? – _____.



Procedure: **Step 1:** Draw pupils' attention to the phrase *Phòng Y tế (School Clinic)* to guess the context of the picture. Ask them about the common health problems that the characters may have.

Step 2: Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should start with (*I have a*).

Step 3: Have some pairs role-play by asking and answering questions about the health problems in the picture. Go around the classroom to observe and provide help.

Step 4: Invite some pairs to role-play as a doctor and a pupil to ask and answer questions about common health problems in front of the class. Give corrections and feedback where necessary.

Extension: Encourage pupils to brainstorm some other common health problems, then talk with each other using the sentence pattern they have learned in this lesson.

Outcome: Pupils can use *What's the matter? – I have a* _____. in a freer context.

Suggested answers:

What's the matter? – I have a stomach ache / a headache / a toothache / a sore throat.

Suggested answer for extension exercise: What's the matter? – I have a pain in my leg.

Preparation for the project: Ask pupils to prepare for the project on page 35 by doing a survey about common health problems that people have and creating some advice for them. Ask pupils to do the survey while they study Unit 15 so that they can present their survey results and their advice in a poster at Project time. Pupils could also include some information about the people they surveyed, and the reasons why they have those common health problems.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the words and phrases for health problems and the sentence pattern *What's the matter? – I have a* _____.
- Dictate some words and phrases for common health problems and ask pupils to write them down. Then let them work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 31 and look at Unit 15, Lesson 1, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about people's common health problems, and number the pictures.



Input: Picture cues:

a. a boy with a sore throat

b. a boy with a stomach ache

c. a boy with a headache

d. a boy with a toothache

Audio script:

1. *A:* You look tired today. What's the matter?

B: I have a stomach ache.

2. *A:* You don't look well today. What's the matter?

B: I have a headache.

3. *A:* You're very quiet today. What's the matter?

B: I have a sore throat.

4. *A:* You're eating slowly. What's the matter?

B: I have a toothache.

Procedure: **Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there?* and *What health problems can you see in each picture?* Give pupils prompts for their guesses, such as *The boy has a pain in his head. The boy has a pain in his stomach.* Encourage pupils to say, for example, *The boy has a pain in his head. He has a headache. The boy has a pain in his stomach. He has a stomach ache.* Explain that they will write numbers 1–4 in the boxes of the pictures in the order that they hear them.

Step 2: Play the recording of the first dialogue. Ask pupils to find the correct picture and write number 1 in the box. Check their answers and give feedback.

Step 3: Play the other recordings. Ask pupils to work independently, then have them swap books to check answers. Go around the classroom and give support if necessary.

Step 4: Check the answers as a class. Correct the answers, if necessary.

Outcome: Pupils can understand four communicative contexts in which characters ask and answer questions about people's common health problems, and number the pictures.

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

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Ask pupils to look at the pictures and identify the health problems that the characters have.

Step 2: Have pupils read the complete sentence in Question 1. Ask them what type of word is missing in the second sentence (a health problem). Ask them to complete the gap using the information in the picture (a girl having a headache). Give the correct answer.

Step 3: Ask pupils to do the other questions independently, then to check answers in pairs. Go around and give support if necessary. Ask questions to have pupils explain their answers. For example, for Question 1, ask *How do you know the answer is "headache"? – Because she's holding her head and she's tired.*

Step 4: Ask two pupils and two pairs to read the sentences aloud. Give feedback and corrections if necessary.

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

Key: **1.** headache **2.** toothache

3. the matter; sore throat **4.** matter; have a stomach ache

6. Let's sing.



Goal: To sing the song *What's the matter?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *What's the matter?*

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

Step 2: Have pupils listen to the entire song, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording of the song once or twice for pupils to listen to and practise singing it, line by line.

Step 4: When pupils feel confident and are familiar with the melody, ask them to sing the entire song while clapping their hands.

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

Outcome: Pupils can sing the song *What's the matter?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Spend a few minutes revising Lesson 1 by singing the song *What's the matter?*
- Ask pupils to open their books at page 32 and look at Unit 15, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

Input: – Context **a**: Mary and Nam talking in the school playground. Nam holding his cheek

Mary: *How are you today, Nam?*

Nam: *I don't feel very well. I have a toothache.*

– Context **b**: Mary advising Nam to go to the dentist

Mary: *You should go to the dentist, Nam. Go as soon as possible.*

Nam: *OK, I will. Thanks for your advice.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters. Have them say what they can see in the thought bubble in Picture B (Nam at the dentist's).

Step 2: Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times for the 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 to and repeat the sentences in the recording. Give feedback where necessary.

Step 5: Draw pupils' attention to the advice *You should go to the dentist*. and the response *Thanks for your advice.* Tell pupils that the first sentence is a way to give advice about a common health problem and the second sentence is a response to receiving advice.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

2. Listen, point and say.

Goal: To correctly say the phrases and use *You should _____. – Thanks for your advice.* to give and respond to advice about common health problems.



Input: – Picture and word cues:

a. a dentist checking her patient's teeth, and the phrase *go to the dentist*

b. a girl having a rest, and the phrase *have a rest*

c. a cup of warm water, and the phrase *drink warm water*

d. some medicine, and the phrase *take some medicine*

– Speech bubbles: *You should _____. – Thanks for your advice.*

Audio script:

a. go to the dentist

b. have a rest

c. drink warm water

d. take some medicine

a. *A:* You should go to the dentist.

B: Thanks for your advice.

b. *A:* You should have a rest.

B: Thanks for your advice.

c. *A:* You should drink warm water.

B: Thanks for your advice.

d. *A:* You should take some medicine.

B: Thanks for your advice.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *go to the dentist* several times. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat all the phrases until they feel confident.

Step 2: Point at the advice pattern *You should* ____. Read it aloud and have pupils repeat it. Repeat the same procedure with the response *Thanks for your advice.*

Step 3: Point at Picture **a** and have pupils listen to the next part of the recording and repeat *You should go to the dentist. – Thanks for your advice.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the advice and the responses for Pictures **a**, **b**, **c** and **d** until they feel confident.

Step 5: Have pairs of pupils practise advising and responding to advice using the pictures. Invite a few pairs to perform a dialogue in front of the class. Check their pronunciation and give feedback where necessary.

Outcome: Pupils can correctly say the phrases and use *You should* ____. *– Thanks for your advice.* to give and respond to advice about common health problems.

3. Let's talk.

Goal: To use *What's the matter? – I have a* _____. and *You should* ____. *– Thanks for your advice.* in a freer context.



Input: – Picture cues: characters with common health problems

– Speech bubbles:

What's the matter? – _____.

You should ____. *–* _____.

Procedure: **Step 1:** Draw pupils' attention to the pictures and guess the health problems that the characters have. Read the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second speech bubble and identify what the start of the answer should be (*I have a*). Do the same with the other pair of speech bubbles.

Step 2: Have pairs of pupils practise asking about health problems and giving advice. Go around the class and provide support when necessary.

Step 3: Invite a few pairs to practise the exchanges in front of the class. Make corrections and give feedback where necessary.

Extension: If you didn't do so earlier, encourage pupils to brainstorm some other common health problems that they may know, such as *flu, a cold, a fever* and *backache,* etc., then give their health advice for them.

Outcome: Pupils can use *What's the matter? – I have a* _____. and *You should* ____. *– Thanks for your advice.* in a freer context.

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Suggested answers:

What's the matter? – I have a sore throat. – You shouldn't drink cold water.

What's the matter? – I have a stomach ache. – You should take (some) medicine.

What's the matter? – I have a toothache. – You should go to the doctor / dentist.

What's the matter? – I have a headache. – You should have a rest.

What's the matter? – I have a cold. – You should drink (some) warm water and have a rest.

LESSON 2 (Period 4)

Warm-up

- Greet the class and spend a few minutes revising the sentence patterns from Lesson 2 to give and respond to advice about health problems.
- Ask pupils to open their books at page 33 and look at Unit 15, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

Input: Picture cues:

1a. Nam with a headache, and Nam having a rest in bed

1b. Nam with a headache, and Nam watching TV

1c. Nam with a toothache, and Nam having a rest in bed

2a. Lucy with a toothache, and Lucy taking some medicine

2b. Lucy with a toothache, and Lucy having her teeth checked by the dentist

2c. Lucy with a headache, and Lucy taking some medicine

Audio script:

1. *A*: You don't look well. What's the matter, Nam?

B: I have a headache.

A: Don't watch lots of TV. You should have a rest.

B: OK, I will. Thanks for your advice.

2. *A*: You look tired. What's the matter with you?

B: I have a toothache. It hurts.

A: You should go to the dentist.

B: That's a good idea. Thanks for your advice.

Procedure: **Step 1:** Have pupils look at the pictures. Ask *What health problems can you see in each picture? What advice can you see in each picture?*

Step 2: Tell pupils to look at the pictures for Question **1**, and tell them they will hear a conversation between a boy and a girl about a health problem. Ask pupils to tick the picture that shows the boy's health problem and the health advice that the girl gives him. Play the recording of the first conversation twice.

Step 3: Repeat the same procedure with the second conversation. Ask pupils to tick the picture that shows the girl's common health problem and the advice that the boy gives her.

Step 4: Ask pupils to swap books and check each other's answers. Check answers as a class.

Outcome: Pupils can understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

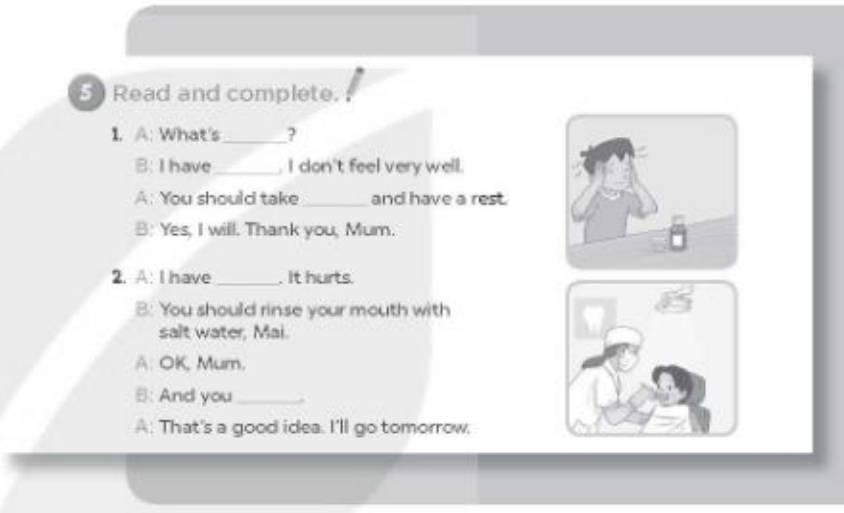
Key: 1. a **2.** b

5. Read and complete.

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

Input: – Two picture cues

– Two gapped exchanges to complete



Procedure: **Step 1:** Ask pupils to look at the pictures and identify the characters' health problems.

Step 2: Have pupils read Exchange **1**. Ask them what is missing from the gaps. Have them complete the gaps using clues from the context and the picture. Repeat the same procedure with Exchange **2**.

Step 3: Get pupils to complete the conversations independently, then ask a few pairs to read them aloud. Check their answers, giving feedback where necessary.

Step 4: Ask two pairs to read the exchanges aloud. Give feedback if necessary.

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

Key: 1. the matter; a headache; some medicine **2.** a toothache; should go to the dentist

6. Let's play.

Goal: To role-play asking for and giving health advice about common health problems.

Input: A picture of Mai and Nam role-playing as a doctor and a patient



Procedure: **Step 1:** Tell pupils to form pairs and role-play as a doctor and a patient. Encourage them to ask for and give advice about health problems. Use the illustration as an example to demonstrate how to play the game. Give them three minutes to complete their role-plays. Go around the classroom and give support when necessary.

Step 2: When the time is up, ask three pairs to perform in front of the class. Ask the class to vote for the best performance.

Step 3: Reward the pair with the most votes.

Outcome: Pupils can role-play asking for and giving health advice about common health problems.

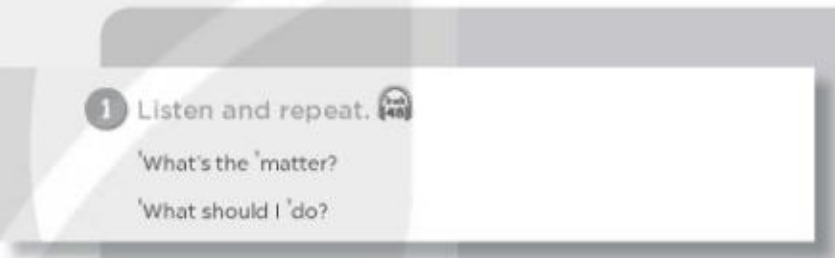
LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to role-play as a doctor and a patient.
- Ask pupils to open their books at page 34 and look at Unit 15, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.

Goal: To stress the correct words in *Wh*-questions *'What's the 'matter?* and *'What should I 'do?*



Input: Two *Wh*-questions *'What's the 'matter?* and *'What should I 'do?*

Procedure: **Step 1:** Ask pupils to pay attention to the stressed words *What's* and *matter* in the sentence *What's the matter?* Have them listen to the recording and repeat the question until they feel confident. Correct their pronunciation if necessary.

Step 2: Repeat the same procedure with the second sentence.

Step 3: Give pupils a time limit to practise saying the questions in pairs or groups. Go around the classroom and give corrections when necessary. Invite some pupils to say the sentences, then give feedback and correct them when necessary.

Outcome: Pupils can stress the correct words in *Wh*-questions *'What's the 'matter?* and *'What should I 'do?*

2. Listen and underline one more stressed word. Then repeat.

Goal: To identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.



Input: Four *Wh*-questions

Audio script:

1. 'How are you 'feeling 'today?

2. 'What 'time do you 'go to 'bed?

3. 'When should I 'go to the 'dentist?

4. 'What's 'wrong with your 'teeth?

Procedure: **Step 1:** Explain that pupils have to listen to the recording and underline one more stressed word in each of the four questions. Have them read Question **1** and guess the other stressed word. Repeat the same procedure with Questions **2**, **3** and **4**.

Step 2: Play the recording all the way through for pupils to listen to the questions. Play the recording again for pupils to underline the answers.

Step 3: Get pupils to check their answers in pairs or groups.

Step 4: Invite a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can identify and underline the missing stressed word in four questions, and say the questions with the correct stress while listening.

Key: 1. today **2.** bed **3.** go **4.** What's

3. Let's chant.

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

Input: The lyrics and recording of the chant


3 Let's chant.

What's the matter?
I have a toothache.
What should I do?
You should go to the dentist.

What's the matter?
I have a headache.
What should I do?
You should go to the doctor.

34 Unit 15 – Our health

Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the stress in *Wh*-questions.

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

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils' attention to the stress in *Wh*-questions.

Extension: Replace some of the health problems in the chant with others, for example, *a stomach ache, a sore throat, a cold, flu*. Have pupils adjust the last sentence of each verse and practise the new chant.

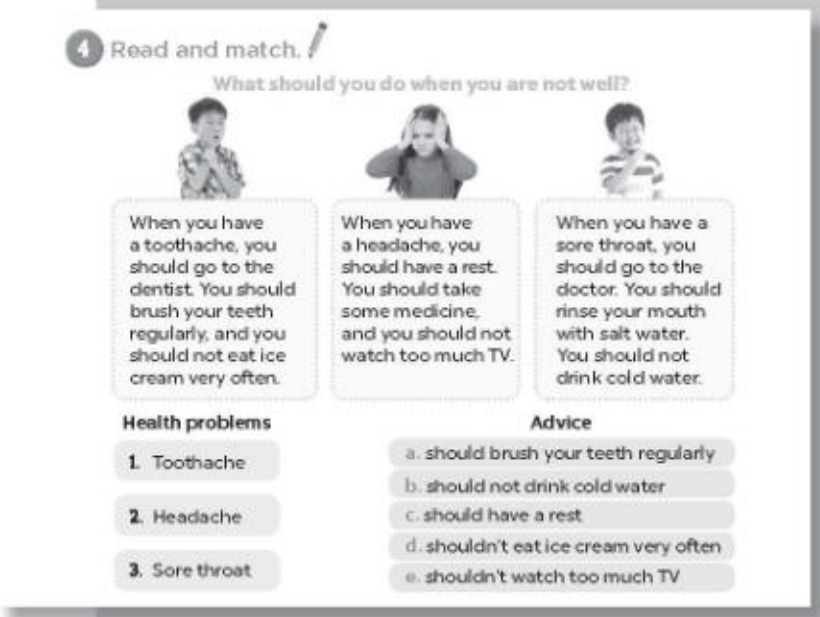
Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant from Lesson 3, Activity 3.
- Ask pupils to open their books at page 35 and look at Unit 15, Lesson 3, Activity 4.

4. Read and match.



Goal: To read and understand the text by matching three common health problems to three pieces of health advice.

Input:
– Three photos of children with common health problems

– Three pieces of health advice for treating the children's health problems

– Three common health problems and five short pieces of advice, to be matched using the information in the texts

Procedure:
Step 1: Set a time limit and ask pupils to read the advice to get a general idea of it.

Step 2: Ask pupils to read the items in the columns *Health problems* and *Advice*. Encourage them to underline some keywords that can help them find the correct answers. Tell them to read the advice again to do the matching. Let pupils do the activity independently, then swap their books with a partner and check the answers. Go around the classroom and offer help if necessary. For weaker classes, guide pupils to the pieces of advice in the texts.

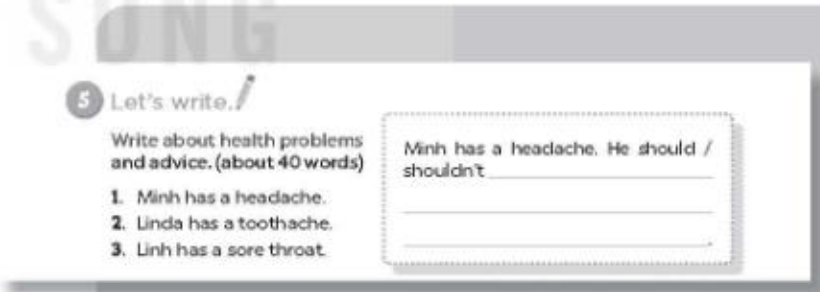
Step 3: Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary.

Extension: Ask pupils to choose some key information from the texts and have them work in pairs and talk about it.

Outcome: Pupils can read and understand the text by matching three common health problems to three pieces of health advice.

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

5. Let's write.



Goal: To write a paragraph of about 40 words about health problems and advice.

Input:
– Three short descriptions of characters' health problems

– A short text to complete

Procedure:
Step 1: Ask pupils to read the sentences about Minh, Linda and Linh's health problems. Tell pupils that they need to give the characters advice. They should write about 40 words.

Step 2: Give pupils enough time to write their advice. Let pupils work in pairs or groups to check each other's work. Go around the classroom and give support when necessary.

Step 3: Have some pupils read their advice aloud. Give corrections and feedback where necessary.

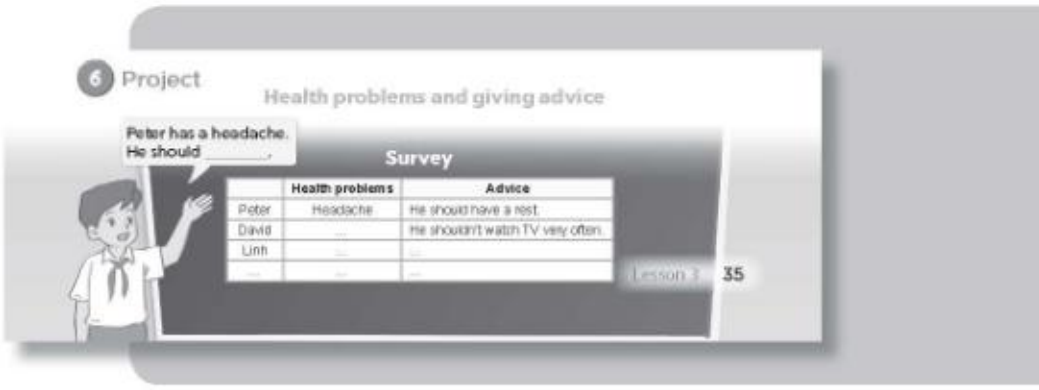
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Outcome: Pupils can write a paragraph of about 40 words about health problems and advice.

Suggested answer:

Minh has a headache. He should have a rest. Linda has a toothache. She shouldn't eat too much ice cream. She should also brush her teeth regularly. Linh has a sore throat. She should take some medicine and drink warm water.

6. Project



Goal: To present the results of a survey about common health problems and give health advice.

Input: – A picture of a pupil presenting his survey results

– Speech bubble: *Peter has a headache. He should _____.*

Procedure: **Step 1:** Point at the sample survey in the Student's Book and explain that pupils are going to report the results of their surveys about people's health problems. They will also give health advice for treating those problems.

Step 2: Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves. Then have pupils perform their presentations within groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Give feedback where necessary.

Outcome: Pupils can present the results of a survey about common health problems and give health advice.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

These are the results of my survey about health problems. My brother Peter has a headache. He should have a rest. My friend David has a headache too. He watches too much TV. Now, he shouldn't watch TV very often. He should go for a walk. Finally, my classmate Linh has a toothache. She should go to the dentist.

REVIEW 3

Objectives

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

- correctly use the following sentence patterns:
  - *Did you ____? – Yes, I ____. I ____.*
  - *What did your family do in ___? – We ____.*
  - *Will you ____ for Tet? – Yes, I will. / No, I won't. I'll ____.*
  - *Where will you go at Tet? – I'll go to ____.*
  - *What will you do ___? – We'll ___.*
  - *What food / drinks will you have at the party? – We'll have ___.*
  - *How does he / she stay healthy? – He / She ____.*
  - *How often does he / she ___? – ____.*
  - *What's the matter? – I have a ____.*
  - *You should ____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and ask pupils to choose a song from Units 11 to 15 and sing together.
- Ask pupils to open their books at page 36 and look at Review 3, Activity 1.

1. Listen and circle a, b or c.

Goal: To listen to five questions and circle the correct answers.

Input: Five sets of answers, each with three answer options

Audio script:

1. What drinks will you have at the party?

2. What did your family do in Ha Long?

3. Will you make spring rolls for Tet?

4. How often does she drink orange juice?

5. You should take some medicine.


1 Listen and circle a, b or c.

1. a. We like milk tea.
   b. It's our favourite drink.
   c. We'll have milk tea.
2. a. We took a boat trip around the bay.
   b. It was a fantastic trip.
   c. We were at Ha Long Bay last month.
3. a. Yes. I will make spring rolls.
   b. Tet is coming soon.
   c. I like eating spring rolls.
4. a. On Thursdays.
   b. Two days ago.
   c. Three times a week.
5. a. You're welcome.
   b. Thanks for your advice.
   c. See you later.

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Procedure: **Step 1:** Draw pupils' attention to the first set of answers. Explain that these are answers to questions - they will hear a question in the recording and they have to choose the answer that matches the question.

Step 2: Have them read the answer options **1a**, **1b** and **1c**. Check comprehension.

Step 3: Play the recording for Question **1** twice for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 4: Repeat **Steps 2** and **3** for the rest of the questions.

Step 5: Get pupils to swap books with a partner, then check answers as a class. Play the recording for pupils to double-check their answers.

Outcome: Pupils can understand five questions and circle the correct answers.

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

2. Ask and answer.

Goal: To ask and answer questions using picture cues.

Input: Four picture cues and four questions



Procedure: **Step 1:** Draw pupils' attention to Picture **1**. Get them to look at the thought bubble and identify the activities (singing and dancing). Check pupils' comprehension.

Step 2: Draw pupils' attention to the question that accompanies Picture **1** – *What will we do on Children's Day?* and have them read it. Have pupils use the activities in Linh's thought bubble to answer the question.

Step 3: Repeat **Steps 1** and **2** with the rest of the questions.

Step 4: Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

Extension: Invite pairs of pupils to stand up and role-play one of the target exchanges, using their own information. Ask pupils to add or change some details in the questions if needed.

Outcome: Pupils can ask and answer questions using picture cues.

Key: 1. We'll sing and dance. **2.** We bought souvenirs.
3. He does morning exercise. **4.** I'll go to a fireworks show.

Period 2

Warm-up

- Greet the class and spend a few minutes revising Units 11–15 by having pupils play a game (e.g. *Board race, Bingo, Find someone who*) using the language learnt in these units.
- Ask pupils to open their books at page 37 and look at Review 3, Activity 3.

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

Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them how to do the activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with the letter **e**.

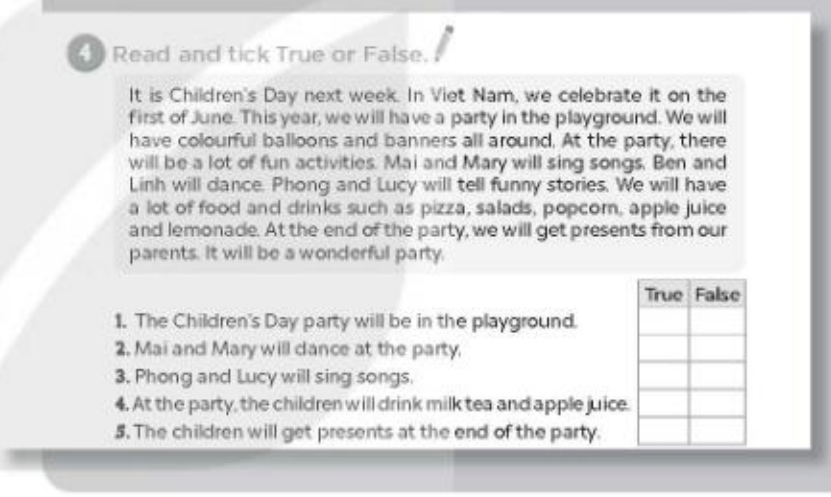
Step 2: Give pupils time to do the task. Go around the classroom to offer support.

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

Outcome: Pupils can match pairs of target sentence patterns.

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

4. Read and tick True or False.



Goal: To read a paragraph and decide whether the sentences are true or false.

Input: – A paragraph about what characters will do on Children's Day

– Five sentences with True and False boxes

Procedure: **Step 1:** Have pupils read the paragraph. Check comprehension.

Step 2: Have pupils read Sentences **1 – 5**. Tell them to read Sentence **1** again and pay attention to the keywords *Children's Day party* and *in the playground,* then scan the paragraph for the information. If it is the same, they should put a tick in the True box. If the information is not the same, they should put a tick in the False box.

Step 3: Repeat **Step 2** for Sentences **2**, **3**, **4** and **5**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Have pupils read aloud the words / sentences in the reading text that help them find the information needed to tick True or False. For example, for Sentence **1** the required information is *We will have a party in the playground.*, so pupils should tick the True box.

Extension: Invite some pupils to read the false sentences aloud and correct them.

Outcome: Pupils can read the paragraph and decide whether the sentences are true or false.

Key: **1.** True **2.** False **3.** False **4.** False **5.** True

5. Let's write.



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

Input: – Questions about the last Mid-Autumn Festival

– A short passage to complete

Procedure: **Step 1:** Tell the class the goal of this activity: to read the questions and the word cue, and write about the last Mid-Autumn Festival. Tell pupils that they should write about 40 words. Check comprehension.

Step 2: Read the first question as a class (*When was the festival?*). Tell pupils that they should answer this question to get information to complete the first sentence of the paragraph. Write the incomplete sentence on the board (*The last Mid-Autumn Festival was* _____.) and elicit what information is needed to finish the sentence (*in* followed by the month of the last Mid-Autumn Festival).

Step 3: Ask pupils to read the other questions carefully and write their own answers to complete the passage.

Step 4: If time allows, invite a few pupils to read their paragraphs to the class. Give feedback where necessary.

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

Suggested answer: The last Mid-Autumn Festival was in September. We celebrated in the school playground. We did a lot of fun activities. Mai and Minh sang songs. Linh and Nam danced. We ate pizza and apples. We drank water and juice. It was a wonderful party.

EXTENSION ACTIVITIES

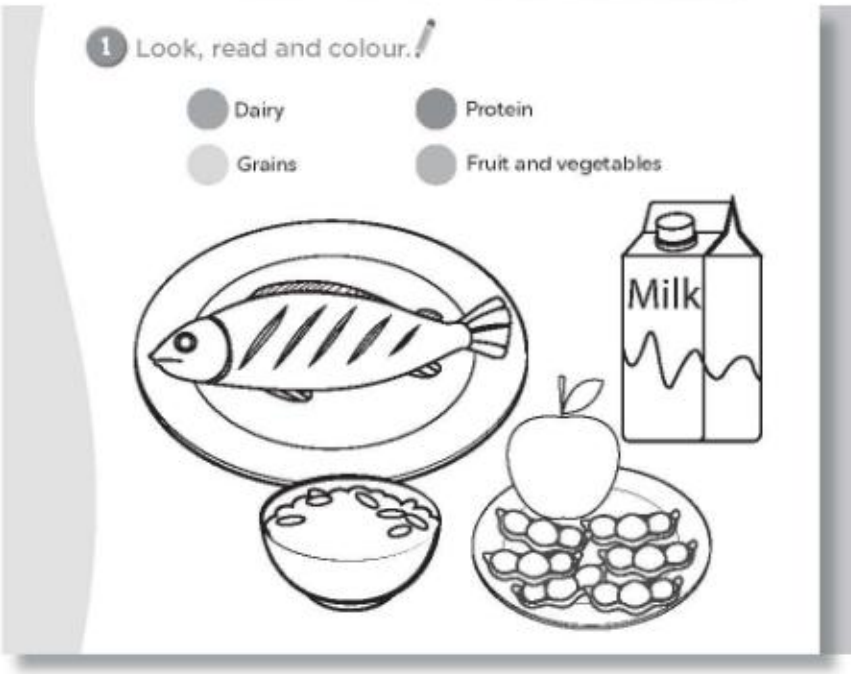
Period 3

Warm-up

– Greet the class and spend a few minutes revising Unit 13 by having pupils play *Our Children's Day party menu* on page 21 and say the chant on page 22.

– Ask pupils to open their books at page 38 and look at Extension activities, Activity 1.

1. Look, read and colour.



Goal: To show understanding of food types by colouring in a picture.

Input: – A key with colours and words: Dairy (blue); Protein (red); Grains (yellow); Fruit and vegetables (green)

– A black and white picture of a fish, some rice, an apple, some peas, and some milk

Procedure: **Step 1:** Tell the class the goal of this activity: They need to identify the food types by colouring in the picture, according to the key above. Check comprehension.

Step 2: Write the four food types given in the activity on the board. Have pupils say them aloud and elicit some examples of each food type. Draw pupils' attention to the key and have them identify the colours. Ask questions to check comprehension, such as *What colour is protein? (red)* and *What colour should bread be? (yellow)*. Point at each food / drink and have pupils say its name. Correct pronunciation where necessary.

Step 3: Make sure that pupils each have access to blue, red, yellow and green crayons. Put pupils into pairs and have them decide which colour each food / drink item should be. Remind them that they need to colour the food and drink with corresponding colours that match their types. Set a time for pupils to complete the activity independently.

Step 4: Check answers as a class by pointing to the food / drink items and having pupils call out the food, the correct food type and the colour (e.g. *fish, protein, red*).

Step 5: Invite a few pupils to the front of the class and have them present their work to the class. Model what they need to say, e.g. *Fish is protein. Rice is grains.*

Outcome: Pupils can show understanding of food types by colouring in a picture.

Key: fish: protein / red; milk: dairy / blue; rice: grains / yellow; apple and peas: fruit and vegetables / green

2. Look and write.

Goal: To categorise a wider range of food and drink items by their food types.

Input: – Picture cues: 16 different food and drink items and their names

– A table with the headings *Grains, Protein, Dairy* and *Fruit & vegetables*



Procedure: **Step 1:** Tell the class the goal of this activity: They need to categorise the foods by writing the names of the food and drink items in the correct columns of the table. Check comprehension.

Step 2: Write the table on the board and have pupils say the four headings aloud. Draw pupils' attention to the pictures and have them say the names of the food / drink items aloud. Correct their pronunciation where necessary. Ask questions to check comprehension, such as *What's this?* and *Is this protein or grains?*

Step 3: Set a time limit for pupils to complete the activity. Have them complete the table independently, then check answers in pairs.

Step 4: Check answers as a class by pointing to the pictures and having pupils call out the correct food type. As they do so, complete the table on the board.

Step 5: Invite a few pupils to the front of the class and have them present their work to the class. Ask questions about the table, e.g. *What is cheese? (Cheese is dairy.), What are noodles? (Noodles are grains.).*

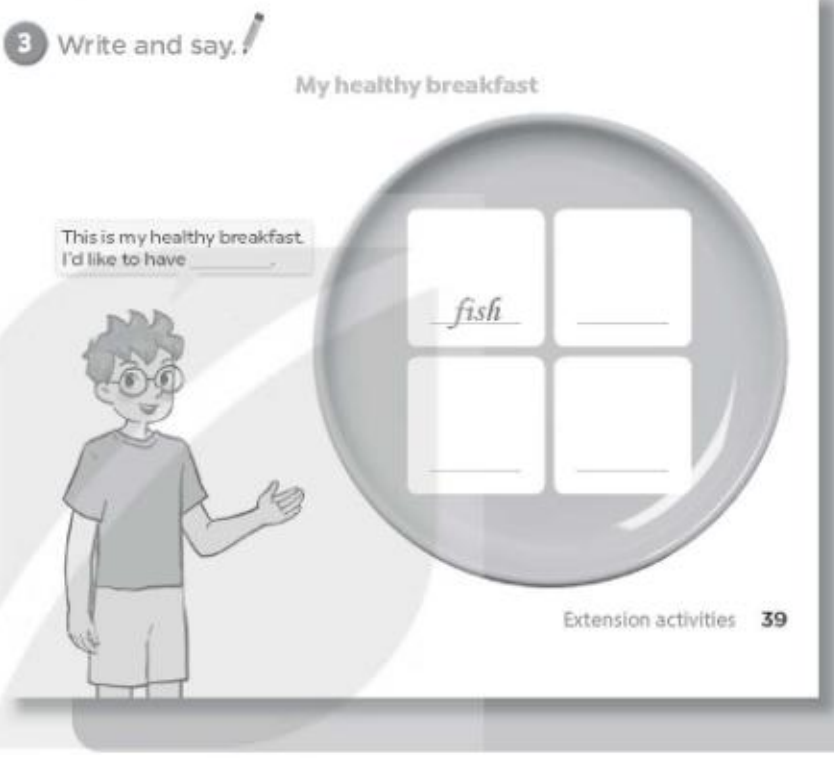
Extension: Show pupils photos of other food and drink items, and have them identify their types.

Outcome: Pupils can categorise a wider range of food and drink items by their food types.

Key:

Grains	Protein	Dairy	Fruit & vegetables
bread	chicken	butter	apple
noodles	egg	yogurt	grapes
corn	fish	cheese	green beans
rice	meat	milk	carrot

3. Write and say.



Goal: To create a healthy breakfast and present it to the class.

Input: – A picture of a bowl with four spaces in it to write food and drink items

– A picture of Ben presenting his healthy breakfast

– Speech bubble:

This is my healthy breakfast. I'd like to have _____.

Procedure: **Step 1:** Tell the class that they are going to create a healthy breakfast and present it to the class. They need to think of four food and drink items to create the breakfast.

Step 2: Draw pupils' attention to the picture and have them identify the bowl and the blank spaces. Tell them they will need to write the food and drink items in the spaces. Have a pupil identify Ben and read his speech bubble aloud.

Step 3: Ask pupils what they usually eat for breakfast. Make a list of their answers on the board. Ask *Is this food / drink healthy?* and allow pupils to respond. If they identify an unhealthy item, ask them for a healthy replacement.

Step 4: Have pupils create their healthy breakfasts by writing down the food and drink items. If time allows, encourage pupils to draw their breakfasts.

Step 5: Have pupils check their answers in pairs. Go around the classroom to check that the foods / drinks used are healthy and that the words are spelt correctly. Invite a few pupils to share their healthy breakfasts with the class. Model your own healthy breakfast if necessary, e.g. *This is my healthy breakfast. I'd like to have bread, an egg and an apple.* Put pupils into groups of four and have them present their healthy breakfasts to each other. Monitor and provide support if necessary.

Extension: Have pupils create a healthy lunch and dinner and present them to the class.

Outcome: Pupils can create a healthy breakfast and present it to the class.

Suggested answer: This is my healthy breakfast. I'd like to have noodles, green beans and fish. I'd like to drink milk.

UNIT 16 – SEASONS AND THE WEATHER

Objectives

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

- say the sentences *It's cloudy in autumn.* and *I wear jeans in winter*. with falling intonation;
- use the words *autumn, spring, summer, winter, cold, cool, hot, warm, blouse, jeans, jumper* and *trousers* in relation to the topic "Seasons and the weather";
- use *How's the weather in Ha Noi in ____? – It's ____.* to ask and answer questions about the weather in different seasons;
- use *What do you usually wear in ____? – I wear ____.* to ask and answer questions about what people wear in different seasons;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Seasons and the weather";
- read and write about seasons, the weather and what someone wears in a particular season;
- make a poster to show their favourite season and a typical outfit in that particular season, and present the poster to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class, then invite some pupils to come to the front of the class to present their surveys on health problems (Unit 15, page 35). Tell the selected pupils to share their survey findings and health advice with the class.
- Ask pupils to open their books at page 40 and look at Unit 16, Lesson 1, Activity 1. Write the title *Seasons and the weather* on the board and read it aloud for the class to repeat. Explain what pupils will learn in this lesson.

1. Look, listen and repeat.

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

Input: – Context **a**: Mai and Bill talking on the phone about the weather in Sydney



Mai: *Hi, Bill. Is it cold there?*

Bill: *Yes, it is. It's winter in Sydney, you know.*

– Context **b**: Bill and Mai talking about the weather in Ha Noi

Bill: *How's the weather in Ha Noi?*

Mai: *It's very hot. It's summer here.*

Procedure: **Step 1:** Ask pupils to identify the characters in Pictures **a** and **b**, then explain what they are discussing. If pupils use Vietnamese, repeat their responses back to them in English.

Step 2: Draw pupils' attention to Picture **a** and the exchange *Hi, Bill. Is it cold there? – Yes, it is. It's winter in Sydney, you know.* Explain that this question and answer are used to talk about the weather and seasons. Repeat the same procedure with Picture **b**.

Step 3: Play the recording all the way through for pupils to listen and point at the relevant sentence.

Step 4: Play the recording again, sentence by sentence, for pupils to listen and repeat, individually and in chorus. Correct their pronunciation where necessary. Invite a few pairs of pupils to take turns listening to the questions and answers and repeat them in front of the class.

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

2. Listen, point and say.

Goal: To correctly say the words and use *How's the weather in Ha Noi in ____?*

– *It's* ____. to ask and answer questions about the weather in different seasons.



Input: – Picture and word cues:

a. Ha Noi's One Pillar Pagoda in summer, and the words *summer / hot*

b. Ha Noi's One Pillar Pagoda in autumn, and the words *autumn / cool*

c. Ha Noi's One Pillar Pagoda in winter, and the words *winter / cold*

d. Ha Noi's One Pillar Pagoda in spring, and the words *spring / warm*

– Speech bubbles: *How's the weather in Ha Noi in ____? – It's ____.*

Audio script:

a. summer, hot **b.** autumn, cool **c.** winter, cold **d.** spring, warm

a. *A*: How's the weather in Ha Noi in summer?

B: It's hot.

b. *A*: How's the weather in Ha Noi in autumn?

B: It's cool.

c. *A*: How's the weather in Ha Noi in winter?

B: It's cold.

d. *A*: How's the weather in Ha Noi in spring?

B: It's warm.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a**, **b**, **c** and **d** and prompt them to describe what they can see. Check their understanding of the seasons and the adjectives related to temperature that are under the pictures.

Step 2: Play the recording for pupils to listen to and repeat the words under the pictures, in chorus and individually, until they feel confident. Use the related flash cards for the class to practise speaking.

Step 3: Draw pupils' attention to the speech bubbles and point at Picture **a**. Encourage them to identify and complete the missing words in both the question and answer. Explain to pupils that *How's the weather in Ha Noi in summer?* has the same meaning as *What's the weather like in Ha Noi in summer?* Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

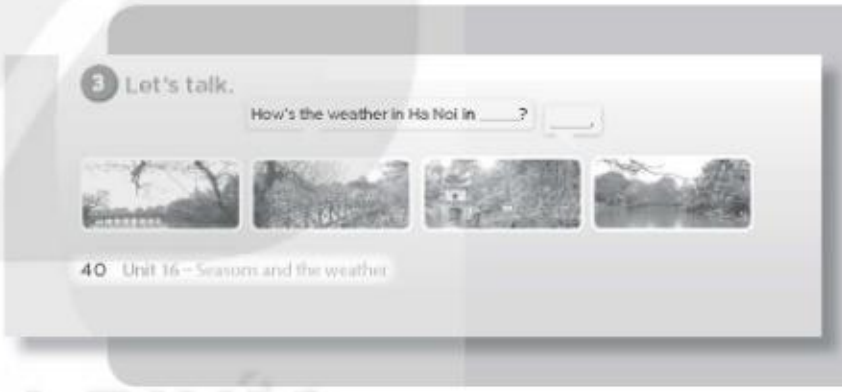
Step 4: Have pupils work in pairs, taking turns asking and answering questions about the weather in Ha Noi during different seasons. Circulate around the classroom to offer assistance where necessary.

Extension: Invite a few pairs to stand up and take turns asking and answering questions about the weather in their city / town / area in different seasons.

Outcome: Pupils can correctly say the words and use *How's the weather in Ha Noi in ____? – It's ____.* to ask and answer questions about the weather in different seasons.

3. Let's talk.

Goal: To use *How's the weather in Ha Noi in ____? – It's ____.* in a freer context.



Input: – Picture cues: The Huc Bridge in Ha Noi in winter, spring, summer and autumn

– Speech bubbles: *How's the weather in Ha Noi in ____? – ____.*

Procedure: **Step 1:** Begin by drawing pupils' attention to each picture. Ask questions to review the relevant seasons and weather concepts: *How's the weather in Ha Noi in ____? – It's ____.*

Step 2: Encourage pupils to give answers to these questions, and write their answers on the board. Have pupils repeat both the questions and answers.

Step 3: Put pupils into pairs, and have them take turns asking and answering questions about the weather in various seasons while pointing to the pictures. Circulate around the classroom to provide assistance where necessary.

Step 4: Select a few pairs to come to the front of the classroom. Have them use the pictures in this section to take turns asking and answering questions about the weather in different seasons.

Extension: Invite a few pairs to ask and answer about the weather in different seasons in their city / town / area.

Outcome: Pupils can use *How's the weather in Ha Noi in ____? – It's ____.* in a freer context.

Suggested answers:

A: How's the weather in Ha Noi in winter?

B: It's cold.

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A: How's the weather in Ha Noi in spring?

B: It's warm.

A: How's the weather in Ha Noi in summer?

B: It's hot.

A: How's the weather in Ha Noi in autumn?

B: It's cool.

Preparation for the project: Inform pupils about the project on page 45. Encourage them to prepare for it at home by creating a poster that shows the weather during their favourite season and what they usually wear during this season. Tell them that they will present their posters to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class, then organise a game of *Spelling bee*, incorporating the nouns and adjectives introduced in the previous lesson (*spring, summer, autumn, winter, warm, hot, cool* and *cold*). Once the game is over, display the nouns and adjectives in two separate columns on the board. Put the class into two groups and get them to take turns asking and answering questions about the weather in Ha Noi during different seasons.
- Ask pupils to open their books at page 41 and draw their attention to Unit 16, Lesson 1, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about different seasons and weather conditions, and number the pictures.



Input: Picture cues:

a. Hoan Kiem Lake in summer **b.** Hoan Kiem Lake in spring

c. Hoan Kiem Lake in winter **d.** Hoan Kiem Lake in autumn

Audio script:

1. *A*: Hello, Linda. I'm on holiday in Ha Noi now.

B: Wow! Hello, Bill. How's the weather there?

A: It's warm here in spring.

2. *A*: Are you in Ha Noi, Mary?

B: Yes, I am.

A: How's the weather now?

B: It's cool and cloudy in autumn.

3. *A*: It's very cold in Sydney today.

B: Is it? Ha Noi's in summer now.

A: How's the weather now?

B: It's very hot.

4. *A*: How's the weather in New York, John?

B: It's warm in summer. How about the weather in Ha Noi?

A: It's very cold in winter.

Procedure: **Step 1:** Point at the pictures and say: *Look at these pictures. We want to know what season it is in each picture. Let's start with Picture* ***a****. In Picture* ***a****, look at the pretty red flowers on the trees. It's bright and sunny. That tells us it's summer.* Do the same thing for Pictures **b**, **c** and **d**.

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

Step 3: Have pupils exchange books with a partner and ask them to check their answers before reviewing them as a class. Ask pupils to explain how they numbered the pictures. Correct any incorrect answers. If time permits, play the recording sentence by sentence for pupils to listen and repeat, individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can understand four communicative contexts in which characters ask and answer questions about different seasons and weather conditions, and number the pictures correctly.

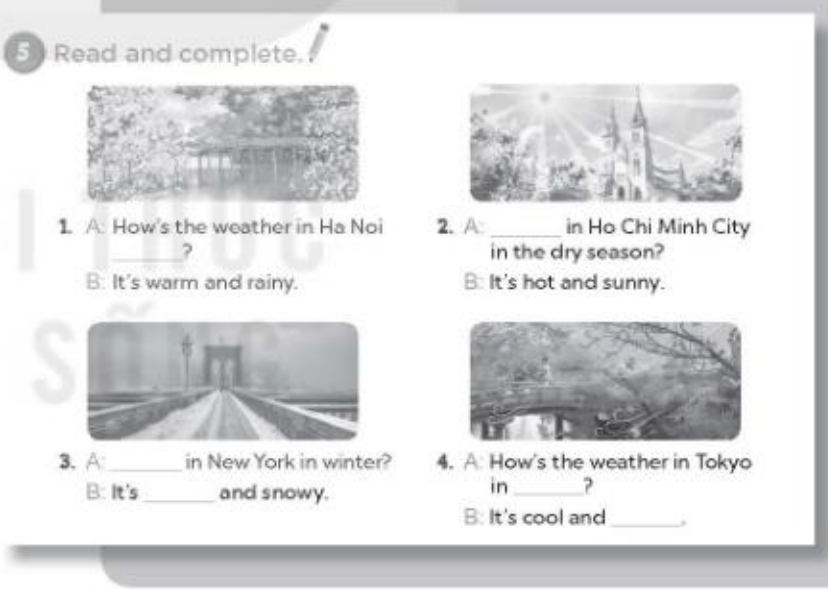
Key: 1. b **2.** d **3.** a **4.** c

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Do Exchange **1** with the class as an example. Draw pupils' attention to the season in the picture, particularly the peach blossom. Elicit the name of the season which has this flower (*spring*).

Step 2: Repeat the same procedure with Exchanges **2**, **3** and **4**. For Exchange **2**, encourage pupils to use contextual clues to guess the missing words in the question. For Exchange **3**, remind them to pay attention to sentence patterns related to weather, e.g. *How's the weather...?* For Exchange **4**, have them describe the scenery, such as the yellow leaves and windy weather.

Step 3: Have pupils exchange their books with a partner and review each other's answers.

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

Key: 1. in spring **2.** How's the weather **3.** How's the weather; cold **4.** autumn; windy

6. Let's sing.

Goal: To perform the song *How's the weather in Ha Noi?* with the correct pronunciation, rhythm, and melody.



Input:
– Pictures representing the four seasons in Ha Noi

– The lyrics and recording of the song *How's the weather in Ha Noi?*

Procedure:

Step 1: Begin by having pupils read the song lyrics while simultaneously pointing to the corresponding pictures showing the different seasons in Ha Noi.

Step 2: Play the recording of the song for pupils to listen to and become familiar with the melody and rhythm.

Step 3: Replay the recording for pupils to listen and sing along. Encourage them to practise the song, either in groups or with a partner.

Step 4: Organise pupils into small groups to sing the song together. Encourage them to incorporate actions or gestures to enhance their performance.

Step 5: Select a few groups to perform the song at the front of the class, taking turns singing both the questions and answers within the song. The rest of the class can participate by clapping along or doing actions.

Outcome: Pupils can perform the song *How's the weather in Ha Noi?* with the correct pronunciation, rhythm, and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and divide pupils into two groups. Have the two groups take turns singing the song *How's the weather in Ha Noi?*
- Ask pupils to open their books at page 42 and draw their attention to Unit 16, Lesson 2, Activity 1. Explain what pupils will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts related to the weather and clothing choices during a specific season.



Input:
– Context **a**: Ben and Minh talking about the weather in Ha Noi in winter

Ben: *How's the weather in Ha Noi in winter?*

Minh: *It's cold and dry.*

– Context **b**: Ben and Minh talking about what Minh wears in winter

Ben: *What do you usually wear in winter?*

Minh: *I wear a jumper.*

Procedure: **Step 1:** Begin by asking pupils to examine Pictures **a** and **b**, and to identify the characters (*Ben and Nam*). Encourage them to discuss what the speakers are talking about.

Step 2: Draw pupils' attention to Picture **a**. Highlight the question *How's the weather in Ha Noi in winter?* and the answer *It's cold and dry.* Explain that they are used to discuss weather conditions in a particular location.

Step 3: Play the recording for the class to listen to while reading the text. Replay the recording, sentence by sentence, allowing pupils to listen and repeat, individually and in chorus. Provide feedback on pronunciation where necessary.

Step 4: Repeat the same procedure for Picture **b**. Shift pupils' attention to the question *What do you usually wear in winter?* and the answer *I wear a jumper*. Explain that these questions and answers are about clothing choices for a specific season (in this instance, wearing a jumper during winter).

Step 5: Conclude by inviting a few pairs of pupils to the front of the classroom to listen to and repeat the dialogues.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts related to the weather and clothing choices during a specific season.

2. Listen, point and say.

Goal: To correctly say the words and use *What do you usually wear in ____?* and *I wear ____.* to talk about what people wear in different seasons.



Input: – Picture and word cues:

a. a blouse, and the words *spring / a blouse*

b. a pair of trousers, and the words *summer/ trousers*

c. a pair of jeans, and the words *autumn / jeans*

d. a jumper, and the words *winter / a jumper*

– Speech bubbles: *What do you usually wear in ____? – I wear ____.*

Audio script:

a. spring, a blouse **b.** summer, trousers **c.** autumn, jeans **d.** winter, a jumper

a. *A*: What do you usually wear in spring?

B: I wear a blouse.

b. *A*: What do you usually wear in summer?

B: I wear trousers.

c. *A*: What do you usually wear in autumn?

B: I wear jeans.

d. *A*: What do you usually wear in winter?

B: I wear a jumper.

Procedure: **Step 1:** Begin by asking pupils to look at Pictures **a**, **b**, **c** and **d**, then describe what they can see in each picture.

Step 2: Play the recording of just the words for pupils to listen to. Then play it again and have them repeat the words, individually and in chorus, until they feel confident. Use flash cards to reinforce the vocabulary associated with the images.

Step 3: Draw pupils' attention to the speech bubbles and check comprehension. Play the recording of Exchange a, allowing pupils to listen and repeat the sentences within both speech bubbles several times. Repeat this procedure for Exchanges **b**, **c** and **d**.

Step 4: Set a time limit for pupils to take turns pointing at the pictures, asking questions, and providing answers related to the clothing someone wears in different seasons. Circulate around the classroom, offering assistance where necessary.

Extension: Invite a few pairs of pupils to take turns role-playing the exchanges in front of the class. Then encourage them to ask and answer about what *they* wear in different seasons in their city / town / area.

Outcome: Pupils can correctly say the words and use *What do you usually wear in ____?* and *I wear ____.* to talk about what people wear in different seasons.

3. Let's talk.

Goal: To use *How's the weather in Ha Noi in ____? – It's ____.* and *What do you usually wear in ____? – I wear ____.* in a freer context.



Input: – Picture cues: four pictures showing the outfits of characters in spring, summer, autumn and winter

– Speech bubbles:

How's the weather in Ha Noi in ____? – ____.

What do you usually wear in ____. – ____.

Procedure: **Step 1:** Begin by presenting the pictures to pupils and asking them to identify the seasons and the clothing the characters are wearing. Encourage them to answer the questions *What's the weather like in Ha Noi in ____?* and *What do you usually wear in ____?* Correct their answers where necessary. Remind pupils that these questions and responses are used to talk about the weather and clothing choices in different seasons in Ha Noi. Write the words to complete the questions and answers on the board. Divide the class into two groups, telling them to take turns asking and answering the questions in chorus.

Step 2: Set a time limit for pupils to work in pairs, taking turns to point at each picture and ask and answer. Circulate around the classroom and provide assistance where necessary.

Step 3: Select a few pairs to role-play the exchanges at the front of the class.

Extension: Invite a few pairs to take turns asking and answering about the weather and what they wear in different seasons in their own city / town / area.

Outcome: Pupils can use *How's the weather in Ha Noi in ____? – It's ____.* and *What do you usually wear in ____? – I wear ____.* in a freer context.

Suggested answers:

a. *A:* How's the weather in Ha Noi in spring?

B: It's warm and sunny.

A: What do you usually wear in spring?

B: I wear a skirt and a blouse.

b. *A:* How's the weather in Ha Noi in summer?

B: It's hot and sunny.

A: What do you usually wear in summer?

B: I wear jeans and a T-shirt.

c. *A:* How's the weather in Ha Noi in autumn?

B: It's cool and windy.

A: What do you usually wear in autumn?

B: I wear jeans and a jumper.

d. *A:* How's the weather in Ha Noi in winter?

B: It's cold and dry.

A: What do you usually wear in winter?

B: I wear a long skirt and a jumper.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then select a few pairs of pupils to come to the front of the class to take turns role-playing the dialogues from Activity 3 on page 42.
- Ask pupils to open their books at page 43 and direct their attention to Unit 16, Lesson 2, Activity 4, and tell them what they will learn in this section.

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4. Listen and circle.

Goal: To listen to and understand two exchanges about the seasons and clothing, and circle the correct options.

Input: Four questions with gapped answers, each with two answer options


4 Listen and circle.

1. A. What season is it in Sydney? – It's _____.
   a. autumn b. summer
   B. What does he usually wear? – He wears _____.
   a. shorts and a T-shirt b. jeans and a T-shirt

2. A. What season is it in Ha Noi? – It's _____.
   a. winter b. summer
   B. What does she usually wear? – She wears _____.
   a. a skirt and a jumper b. jeans and a jumper

Audio script:

1. *A:* Where are you, Ben?

B: I'm at home in Sydney now.

A: How's the weather?

B: It's warm and humid in summer.

A: What do you usually wear in this season?

B: I wear shorts and a T-shirt.

2. *A:* Where are you, Mai?

B: I'm at home in Ha Noi now.

A: How's the weather?

B: It's cold and dry in winter.

A: What do you usually wear in winter?

B: I wear jeans and a jumper.

Procedure: **Step 1:** Tell pupils about the goal of the listening task. Begin by having pupils read both the questions and answers. Check comprehension.

Step 2: Play the recording of Exchange **1** for pupils to listen and discuss the answers. Then, replay the recording for them to listen in detail and identify the correct option by circling it.

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

Step 4: Encourage pupils to exchange their books with a partner and check their answers. Before checking as a class, replay the recording to allow the class to double-check their answers. Then play the recording sentence by sentence for the class to listen and repeat, individually and in chorus. Offer pronunciation guidance and corrections where necessary.

Outcome: Pupils can listen to two exchanges about the seasons and clothing, and circle the correct options.

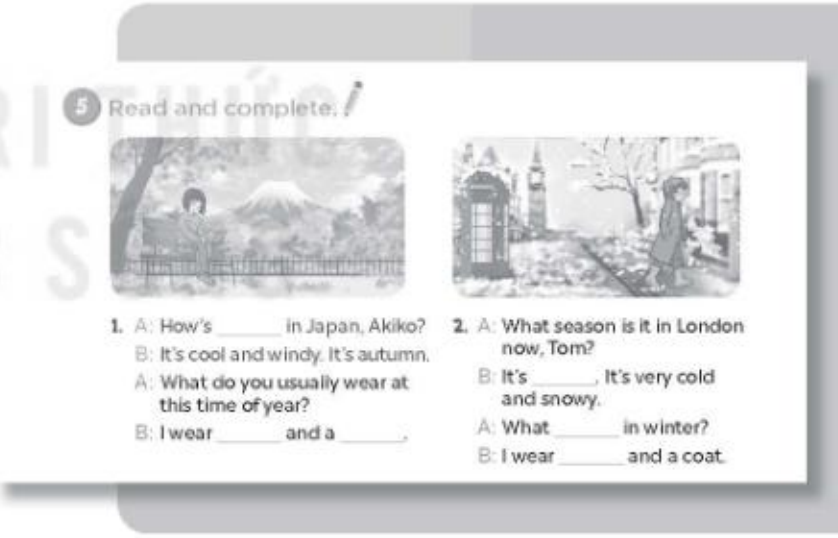
Key: 1A. b **1B.** a **2A.** a **2B.** b

5. Read and complete.

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

Input: – Two picture cues

– Two gapped exchanges to complete


5 Read and complete.

1. A: How's _____ in Japan, Akiko?
B: It's cool and windy. It's autumn.
A: What do you usually wear at this time of year?
B: I wear _____ and a _____.

2. A: What season is it in London now, Tom?
B: It's _____. It's very cold and snowy.
A: What _____ in winter?
B: I wear _____ and a coat.

Procedure: **Step 1:** Do Exchange **1** with the class as an example. Draw pupils' attention to the picture and ask them to guess the season (*autumn*). Have pupils read the questions and answers. Elicit the missing words to fill the gaps.

Step 2: Give pupils time to complete Exchange **2** independently. Go around the classroom to offer help where necessary.

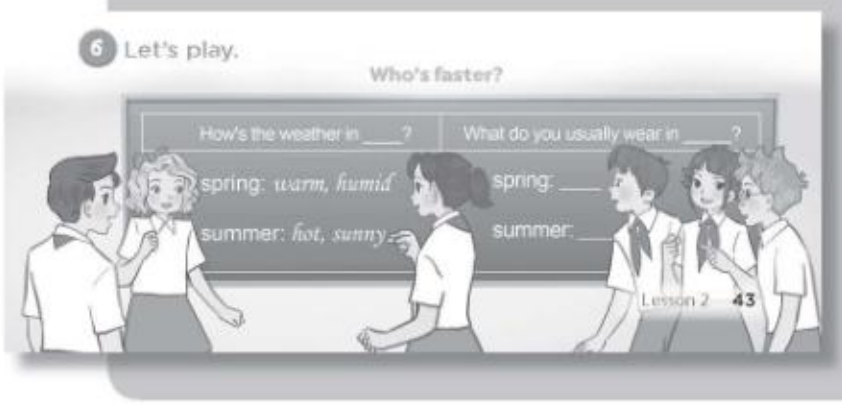
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite a pupil to write the answers on the board.

Step 4: Invite four pairs of pupils to take turns role-playing the completed exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: 1. the weather; jeans; jumper **2.** winter; do you usually wear; jeans

6. Let's play.



Goal: To revise the target vocabulary and structures related to the topic "Seasons and the weather" by playing the game *Who's faster?*

Input: A picture showing two groups of pupils standing in front of the board discussing the questions and corresponding answers on the board.

Procedure: **Step 1:** Draw pupils' attention to the questions and answers on the board in the picture. Begin by introducing the game and explaining how to play. Divide the class into two groups. In this game, the members of each group have one minute to create questions and answers about the weather for each season and the typical outfits people wear, writing them on the board as quickly as possible. The group that makes sentences fastest and says them correctly will be declared the winner. Use the illustration as an example to demonstrate how to play the game.

Step 2: Set a time limit to play the game and circulate around the class to offer assistance where necessary.

Step 3: Once the time limit is over, select pairs or groups to review the questions and answers. Ask these pairs or groups to go to the front of the class and take turns asking and answering the completed questions and answers. Encourage the other pupils to applaud and show support when sentences are made and spoken correctly.

Outcome: Pupils can revise the target vocabulary and structures related to the topic "Seasons and the weather" by playing the game *Who's faster?*

Suggested answers:

A: How's the weather in Ha Noi in spring?

B: It's warm and humid.

A: What do you usually wear in spring?

B: I wear trousers and a T-shirt.

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LESSON 3 (Period 5)

Warm-up

- Greet the class, then divide it into two halves. Instruct pupils to open their books at page 43. Draw their attention to the questions on the board in the picture and instruct each half to take turns asking and answering questions about the weather and what each character typically wears during that season.
- Ask pupils to open their books at page 44 and look at Unit 16, Lesson 3, Activity 1. Tell them what they will be learning in this lesson.

1. Listen and repeat.



Goal: To correctly repeat two sentences with falling intonation.

Input: Two sentences: *It's cloudy in autumn.* and *I wear jeans in winter.*

Procedure: **Step 1:** Tell pupils about the goal of this activity. Have pupils point to the first sentence and play the recording for them to listen and repeat, in chorus and individually, until they feel confident. Correct their pronunciation, stress, rhythm, and intonation where necessary. Repeat the same procedure with the second sentence.

Step 2: Allow pupils to work in pairs or groups to practise saying the sentences.

Step 3: Invite a few pupils to listen to and repeat the sentences. Praise them when they say the sentences with the correct pronunciation, stress and intonation.

Extension: Ask pupils to replace the nouns *autumn* and *jeans* with other words. Have them practise saying the new sentences aloud, paying attention to the stress and falling intonation.

Outcome: Pupils can correctly repeat two sentences with falling intonation.

2. Listen and repeat. Pay attention to the intonation.

Goal: To listen and say four sentences with falling intonation.



Input: Four sentences

Audio script:

1. It's humid in spring.

2. Dresses are perfect for today.

3. I wear trousers in summer.

4. Jackets are good for winter.

Procedure: **Step 1:** Begin by explaining the goal of the activity to pupils. Let them know that they will need to listen to the recording and then repeat the sentences, while paying close attention to word stress and falling intonation. Ensure they comprehend the instructions.

Step 2: Play the recording once or twice, allowing pupils to listen and repeat until they feel confident enough to say the sentences on their own.

Step 3: Invite a few pupils to say the sentences aloud. Correct their pronunciation and stress as needed.

Outcome: Pupils can say four sentences with falling intonation.

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3. Let's chant.

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

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Begin by having pupils examine the pictures and identify both the seasons and the clothing the children are wearing.



Step 2: Next, ask pupils to read the first verse of the chant and check their comprehension.

Step 3: Play the recording of the first verse for pupils to follow in their books. Then replay the recording, line by line, allowing pupils to listen and repeat. Pay close attention to pronunciation, rhythm and intonation. Encourage pupils to accompany their chanting with clapping and actions.

Step 4: Repeat **Steps 2** and **3**, this time focusing on the second verse of the chant.

Step 5: Play the recording all the way through for pupils to chant along with and clap their hands in rhythm.

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

LESSON 3 (Period 6)

Warm-up

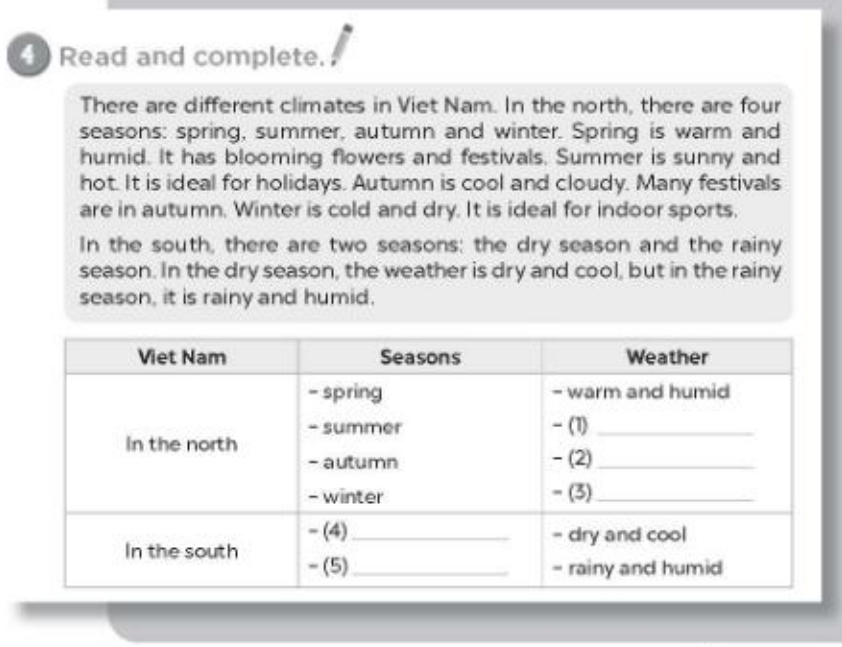
- Greet the class, then invite pairs or groups to come to the front of the class. Have them take turns chanting the first and second verses of the chant on page 44. The remaining pupils can join in by chanting, clapping and performing actions.
- Ask pupils to open their books at page 45 and draw their attention to Unit 16, Lesson 3, Activity 4. Tell them what they will learn in this lesson.

4. Read and complete.

Goal: To read and show understanding of a paragraph by completing a table about the weather and seasons in Viet Nam.

Input: – A paragraph about the weather and seasons in different parts of Viet Nam

– A table with five gaps to complete



Procedure: **Step 1:** Begin by explaining the goal of the activity to pupils. Instruct them to read the paragraph and complete the provided table. Check their comprehension.

Step 2: Fill in the first gap with the class as an example: Have pupils read the table while focusing on the seasons and the missing weather conditions in the north of Viet Nam. Then, encourage them to quickly scan the paragraph above to locate the correct words (*sunny and hot*). Instruct them to complete Number 1 in the table and read their answer aloud.

Step 3: Set a time limit for pupils to continue the task independently. As they work, circulate around the classroom and offer assistance where necessary.

Step 4: Have pupils exchange their books with a partner and ask them to review and check each other's answers before discussing them as a class. Correct any mistakes.

Outcome: Pupils can read and understand a paragraph by completing a table about the weather and seasons in Viet Nam.

Key: **1.** sunny and hot **2.** cool and cloudy **3.** cold and dry
4. the dry season **5.** the rainy season

5. Let's write.


5 Let's write.

Write about your local weather and typical outfits for each season. (about 40 words)

- How many seasons are there in your area?
- How's the weather in each season?
- What do you usually wear in each season?

There are _____ seasons _____.
It's _____
_____
_____.

Goal: To write a paragraph about the local weather and typical outfits for each season.

Input: – Three guiding questions

– A guiding gapped paragraph

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should answer the questions based on facts.

Step 2: Give an example using the first question: There are only two seasons in Can Tho: the dry season and the rainy season.

Step 3: Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class by asking a few pupils to stand up and read their paragraphs aloud. Give corrections and feedback where necessary.

Outcome: Pupils can write a paragraph about the local weather and typical outfits for each season.

Suggested answer:

There are two seasons in Can Tho: the dry season and the rainy season. It's dry and cool during the dry season. I wear shorts and a T-shirt. It's rainy and humid during the rainy season. I wear jeans and a jacket.

6. Project


6 Project

Posters about the seasons

My favourite season is _____. It's _____.

I usually wear _____.

Lesson 3 45

Goal: To present posters about pupils' favourite seasons and the clothes they wear.

Input: – A picture of a girl presenting her posters showing her favourite season and her typical outfit

– Speech bubbles: *My favourite season is* _____. *It's* _____. – *I usually wear* _____.

Procedure: **Step 1:** Check pupils' posters.

Step 2: Invite a pupil to present his / her posters with your help.

Step 3: Have pupils work in groups to present their posters. Go around the classroom and offer help where necessary.

Step 4: Organise a poster display and have pupils vote for the best posters and presenters. Have the class praise them.

Outcome: Pupils can present posters about their favourite seasons and the clothes they wear.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Hello, everyone! Please look at my poster. My favourite season is the dry season because it's often sunny, cool and dry. I wear shorts and a blouse when I go to the beach. And I wear jeans and a T-shirt when I go to the mountains with my friends. That's the end of my presentation. Thank you for listening.

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VỚI CUỘC SỐNG

UNIT 17 – STORIES FOR CHILDREN

Objectives

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

- say *Yes / No* questions such as *Is this your storybook?* and *Are you reading a story?* with the correct intonation;
- use the words *ant, crow, dwarfs, fox, grasshopper, hare, Snow White, tortoise*, and the phrases *cook well, work hard, run fast* and *sing beautifully* in relation to the topic "Stories for children";
- use *Who are the main characters in the story? – They're* _____. to ask and answer questions about the main characters in a story;
- use *How did* _____*? – He / She* _____. to ask and answer questions about how a character did something in a story;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Stories for children";
- read and write about a story for children;
- make a stick puppet and use it to tell a story to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask pupils to play a vocabulary game to activate knowledge of some popular stories for children.
- Ask pupils to open their books at page 46 and look at Unit 17, Lesson 1, Activity 1. Write the title *Stories for children* on the board and read it for the class to repeat. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the main characters in a story.

Input: – Context **a**: Ben and Mai at the library

Ben: *Hi, Mai. What are you reading?*

Mai: *I'm reading a fairy tale.*



– Context **b**: Ben and Mai talking about the story that Mai's reading

Ben: *That sounds interesting. Who are the main characters in the fairy tale?*

Mai: *They're Snow White and the seven dwarfs.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then you repeat their responses in English.

Step 2: Play the recording and encourage pupils to point at the characters while listening.

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

Step 4: Draw pupils' attention to the question *Who are the main characters in the story?* and the answer *They're Snow White and the seven dwarfs*. Explain that these structures are used to talk about the main characters in a story.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the main characters in a story.

2. Listen, point and say.

Goal: To correctly say the characters in a story and use *Who are the main characters in the story? – They're_____.* to ask and answer questions about the main characters in a story.



Input: – Picture and word cues:

a. Snow White and seven dwarfs, and the words *Snow White, the seven dwarfs*

b. The ant and the grasshopper, and the words *the ant, the grasshopper*

c. The tortoise and the hare, and the words *the tortoise, the hare*

d. The fox and the crow, and the words *the fox, the crow*

– Speech bubbles: *Who are the main characters in the story? – They're _____.*

Audio script:

a. Snow White, the seven dwarfs **b.** the ant, the grasshopper

c. the tortoise, the hare **d.** the fox, the crow

a. *A.* Who are the main characters in the story?

B. They're Snow White and the seven dwarfs.

b. *A.* Who are the main characters in the story?

B. They're the ant and the grasshopper.

c. *A.* Who are the main characters in the story?

B. They're the tortoise and the hare.

d. *A.* Who are the main characters in the story?

B. They're the fox and the crow.

Procedure: **Step 1:** Have pupils look at the pictures, say what they can see and identify the main characters and / or the titles of the stories. If pupils use Vietnamese in their answers, have them repeat them in English.

Step 2: Play the first part of the recording for pupils to listen and repeat the characters' names under the pictures, in chorus and individually, until they feel confident. Use the flash cards to practise the words.

Step 3: Have pupils point at Picture **a**. Draw pupils' attention to the speech bubbles and elicit the missing words in the answer (*Snow White and the seven dwarfs*). Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles. Repeat **Step 3** with Pictures **b**, **c** and **d**.

Step 4: Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about the main characters in the stories.

Outcome: Pupils can correctly say the characters in a story and use *Who are the main characters in the story? – They're*_____. to ask and answer questions about the main characters in a story.

3. Let's talk.

Goal: To use *Who are the main characters in the story? – They're* _____. in a freer context.



Input: – Picture cue: A picture with various characters from four stories

– Speech bubbles: *Who are the main characters in the story? –* _____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the characters.

Step 2: Point at some characters (e.g. *the tortoise and the hare*) and elicit the answer in the second speech bubble (*They're the tortoise and the hare.)* as an example.

Step 3: Put pupils into pairs to ask and answer questions about the characters in the stories. Go around and offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom to ask and answer questions about the main characters in a story.

Extension: Have pupils brainstorm some other characters in children's stories. For example, *the little red hen, Totto-chan, Cinderella, the very hungry caterpillar.*

Outcome: Pupils can use *Who are the main characters in the story? – They're*_____. in a freer context.

Suggested answers:

Who are the main characters in the story? – They're the tortoise and the hare.

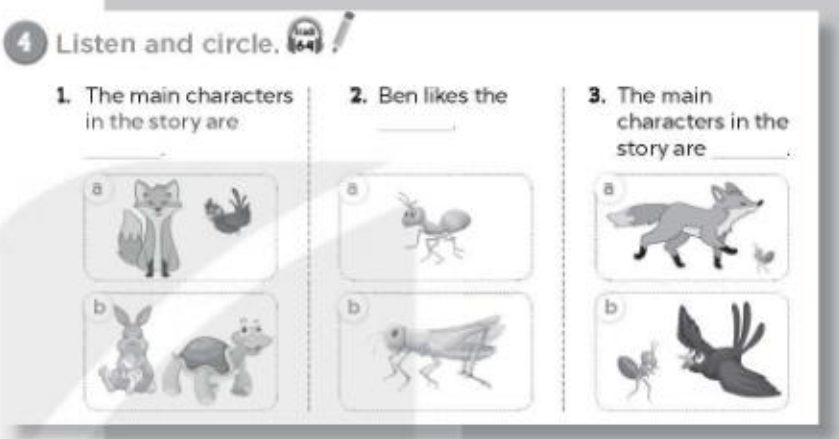
Preparation for the project: Tell pupils about the project on page 51. Ask them to spend time at home selecting a story and making stick puppets to tell the story with. They will tell the story in front of the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and use flashcards to revise the vocabulary from Period 1.
- Ask pupils to open their books at page 47 and look at Unit 17, Lesson 1, Activity 4. Tell pupils what they will learn in this lesson.

4. Listen and circle.



Goal: To listen to and understand three statements about the main characters in stories and circle the correct answers.

Input: Three gapped sentences, each with two picture options showing different storybook characters

Audio script:

1. Linh is reading a story. The main characters in the story are the tortoise and the hare.

2. Ben is reading *The Ant and the Grasshopper*. He likes the ant. He doesn't like the grasshopper.

3. Bill is writing a story. The main characters in his story are the ant and the fox.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask some questions such as *What do you see?* to elicit the characters in the pictures. For example, *the fox and the crow* and *the hare and the tortoise.*

Step 2: Play the recording all the way through. Then play it again for pupils to listen and circle the correct answers.

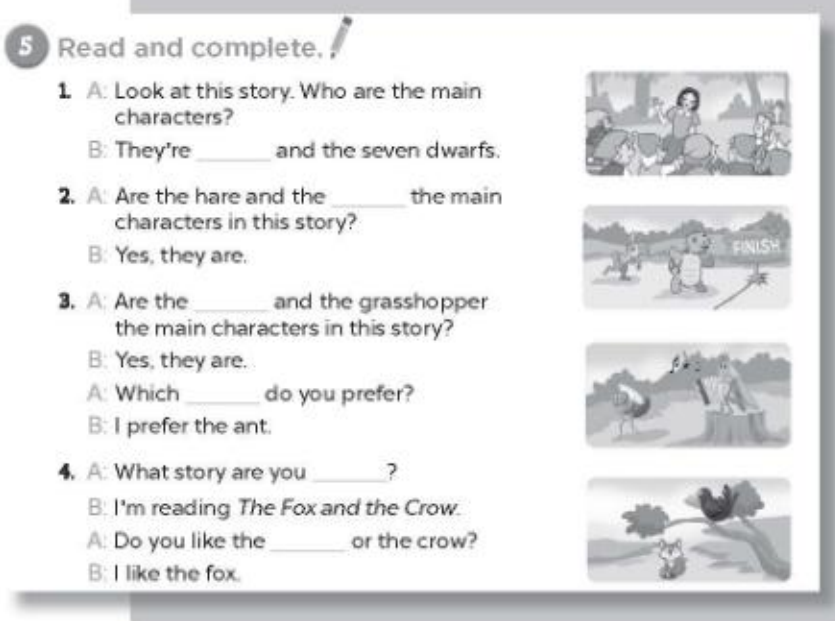
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Have them explain the answers by asking questions, for example, *Who are the main characters in the story? Does Ben like the grasshopper?*

Extension: Have pupils continue the story Bill is writing in recording **3**. For example, they could write *One day, the tiny ant met a clever fox. They played together. They became good friends. Size didn't matter.*

Outcome: Pupils can understand three statements about the main characters in stories and circle the correct answers according to what they hear.

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

5. Read and complete.



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

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Do the first gapped exchange with the class as an example. Have pupils read the dialogue and guess the missing words. Then draw pupils' attention to the picture and elicit the word to fill in the gap (*Snow White*).

Step 2: Give pupils a time limit to complete Exchanges **2, 3** and **4** independently. Go around the classroom and help where necessary.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Invite one pupil to write the answers on the board. Check the answers. Ask questions to have pupils explain why they chose the answers. For example, for Picture **2**, ask *Why did you choose the tortoise?* (*The picture shows the story* The Tortoise and the Hare.)

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

Key: 1. Snow White **2.** tortoise **3.** ant; character / one **4.** reading; fox

6. Let's play.



Goal: To revise the target vocabulary and structures related to the topic "Stories for children" by playing *Who am I?*

Input: An illustration of a class playing the game *Who am I?*: one pupil giving a clue: *I won the race with the hare. Who am I?* another pupil answering *You are the tortoise.*

Procedure: **Step 1:** Divide the class into small teams. Each team pretends to be a character and prepares one or two sentences about the character. Use the illustration as an example to demonstrate how to play the game.

Step 2: Each team reads a sentence aloud and the other team guesses the character. The teams raise their hands to get a turn to answer. The team with the correct answer gets one point.

Step 3: Set a time limit for the game. At the end of the game, the team with the most points wins.

Step 4: Get pupils to play the game in pairs.

Suggested answers:

I am a good cook. I cooked food for seven short men. Who am I? – You are Snow White.

I am clever. I took the meat from the crow. Who am I? – You are the fox.

I didn't win the race with the tortoise. Who am I? – You are the hare.

Outcome: Pupils can revise the target vocabulary and structures related to the topic "Stories for children" by playing the game *Who am I?*

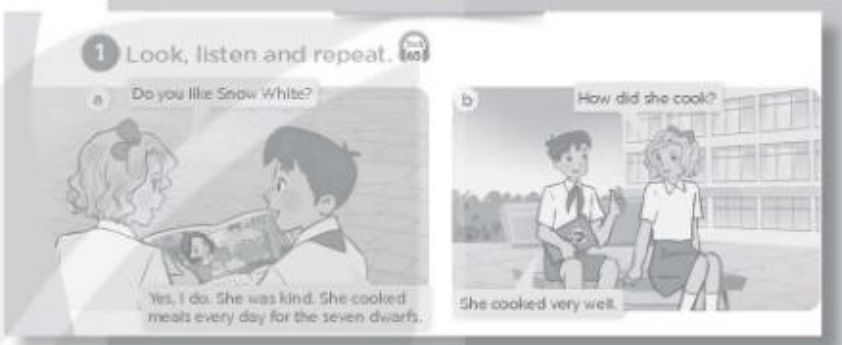
LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils identify the main characters in some children's stories.
- Ask pupils to open their books at page 48 and look at Unit 17, Lesson 2, Activity 1.
- Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which Mary and Minh ask and answer questions about a character in a story.



Input:

– Context **a:** Mary and Minh talking about Snow White in the playground

Mary: *Do you like Snow White?*

Minh: *Yes, I do. She was kind. She cooked meals every day for the seven dwarfs.*

– Context **b:** Mary asking how Snow White cooked

Mary: *How did she cook?*

Minh: *She cooked very well.*

Procedure:

Step 1: Ask pupils to look at Pictures **a** and **b**, identify the characters and predict who they are talking about.

Step 2: Play the recording for them to listen and check their predictions.

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

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

Step 5: Draw pupils' attention to the question *How did she cook?* and the answer *She cooked very well.* Explain that they are used to talk about the main characters in a story.

Extension: Write two or three sentences from the conversation, but leave out one word. For example: *Do you* ____ *Snow White? She* ____ *very well.* Ask pupils to listen again and fill in the blanks.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which Mary and Minh ask and answer questions about a character in a story.

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2. Listen, point and say.



Goal: To correctly say the words for characters and use *How did ____? – He / She ____.* to ask and answer questions about a character in a story.

Input: – Picture and word cues:

a. Snow White cooking, and the words *she / cook / cook well*

b. The ant working, and the words *he / work / work hard*

c. The hare running a race, and the words *he / run / run fast*

d. The crow singing, and the words *he / sing / sing beautifully*

– Speech bubbles: *How did ____? – He / She ____.*

Audio script:

a. she / cook / cook well **b.** he / work / work hard

c. he / run / run fast **d.** he / sing / sing beautifully

a. *A:* How did she cook?

B: She cooked well.

b. *A:* How did he work?

B: He worked hard.

c. *A:* How did he run?

B: He ran fast.

d. *A:* How did he sing?

B: He sang beautifully.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and describe what they can see.

Step 2: Play the first part of the recording for pupils to listen to and repeat the words and phrases in chorus and individually until they feel confident. Use the flashcards for *cook well, work hard, run fast* and *sing beautifully* to practise the phrases. Tell pupils about the meaning of the adverbs of manner.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Ask pupils to look at the picture and correctly use *he* or *she* in the speech bubbles. Play the next part of the recording for pupils to listen and repeat the sentences in both bubbles a few times. Show them how the verbs changed in the answers, i.e. *cooked, worked, ran, sang*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.

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

Note: Tell pupils that in stories, personification is used, so animals are called *he* or *she*.

Outcome: Pupils can correctly say the words for characters and use *How did ____? – He / She ____.* to ask and answer questions about a character in a story.

3. Let's talk.

Goal: To use *Who are the main characters in the story? – He / She ____. Which character do you like? – I ____. How did ____? – He / She ____.* in a freer context.



Input: – Picture cues: four storybook characters: Snow White, the crow, the ant and the hare

– Speech bubbles:

Who are the main characters in the story? – ____.

Which character do you like? – ____.

How did ____? – ____.

Procedure: **Step 1:** Ask pupils to look at the picture and elicit the titles of the stories and the names of the main characters. Tell pupils that they can ask three questions about the characters in a story: *Who are the main characters in the story? Which character do you like? How did ____?* And remind them that *How did ____?* and *– He / She ____.* are used to ask and answer questions about how someone did something.

Step 2: Demonstrate the conversation with one pupil in front of the class using the three suggested question structures in the speech bubbles.

Step 3: Give pupils time to work in pairs and take turns asking and answering questions about the characters in a story, using the three prompts in speech bubbles.

Step 4: Invite a few pairs to come to the front of the classroom and act out the exchanges.

Outcome: Pupils can use *Who are the main characters in the story? – He / She ____. Which character do you like? – I ____. How did ____? – He / She ____.* in a freer context.

Suggested answers:

Who are the main characters in the story? – They're the hare and the tortoise.

Which character do you like? – I like the hare.

How did the hare run in the race? – He ran fast.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then use the flash cards to revise the phrases on page 48.
- Get pupils to open their books at page 49 and look at Unit 17, Lesson 2, Activity 4.

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4. Listen and circle.



Goal: To listen to and understand a story and circle the correct answers.

Input: Four gapped sentences, each with three answer options

Audio script: Once upon a time, there was an ant and a grasshopper. In the autumn, the ant worked hard to collect food for the winter. The grasshopper was lazy. He only sang and danced. Then, winter came. The ant had lots of food. The grasshopper had nothing to eat. The ant gave the grasshopper some food. The grasshopper thanked the ant and said: "I'll work hard like you next year."

Procedure: **Step 1:** Ask pupils to read the questions and the answer options. Have them work in pairs to guess the correct answers. Check comprehension.

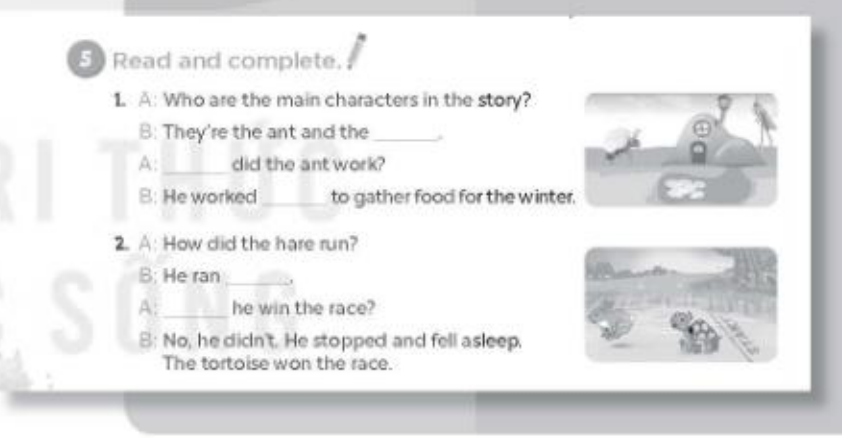
Step 2: Play the recording all the way through so that pupils can become familiar with the speaker's voice. Then play the recording again for them to listen and circle the correct options.

Step 3: Get pupils to swap their books with a partner to check their answers before checking as a class. Then play the recording again and stop after each answer for the class to double-check their answers. Have pupils repeat the information in the recording to explain their answers, for example, *There was an ant and a grasshopper. The ant worked hard to collect food for the winter.*

Outcome: Pupils can understand a story and circle the correct answers according to what they hear.

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

5. Read and complete.



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

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Do the first gapped exchange with the class as an example. Have pupils read the dialogue and guess what information is missing, for example, *the name of a character, a question word, an adverb of manner*. Then draw pupils' attention to the picture and elicit the words to fill in the gaps *(grasshopper; How; hard)*.

Step 2: Give pupils a time limit to complete Exchange **2** independently. Go around the classroom and help where necessary.

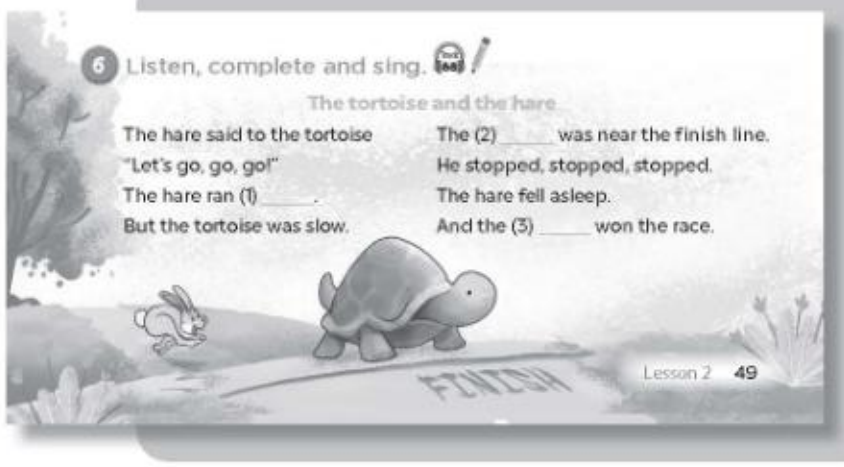
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Extension: Give pupils three True or False statements about the exchanges. Have a group say a statement and have the other group call out *True* or *False*. For example: *The hare won the race (False). The ant was lazy (False)*.

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

Key: **1.** grasshopper; How; hard **2.** fast; Did

6. Listen, complete and sing.



Goal: To listen to the song *The tortoise and the hare*, complete the lyrics and sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *The tortoise and the hare*

Procedure: **Step 1:** Tell pupils to listen to the song and fill in the gaps in the lyrics, and then sing it with correct pronunciation, rhythm and melody.

Step 2: Have pupils read the lyrics and guess the correct word(s) to fill in the gaps, with the help of the picture.

Step 3: Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.

Step 4: Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.

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

Outcome: Pupils can complete the lyrics and sing the song *The tortoise and the hare* with the correct pronunciation, rhythm and melody.

Key: 1. fast **2.** hare **3.** tortoise

LESSON 3 (Period 5)

Warm-up

- Greet the class, then have pupils play *Memory game* with vocabulary such as *cooked well, sang beautifully, worked hard* and *ran fast*.
- Get pupils to open their books at page 50 and look at Unit 17, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat two *Yes / No* questions with rising intonation.

Input: The questions *Is this your storybook?* and *Are you reading a story?*

Procedure: **Step 1:** Have pupils look at the questions. Draw their attention to the arrows at the ends of the questions. Explain that questions with this arrow should be said with a rising tone. Check comprehension.

Step 2: Play the recording for pupils to listen and repeat the questions until they feel confident. Correct intonation and pronunciation where necessary.

Step 3: Let pupils work in pairs or groups to practise saying the questions. Then invite a few pupils to say them in front of the class. Praise pupils when they perform well.

Outcome: Pupils can correctly repeat two *Yes / No* questions with rising intonation.

2. Listen and repeat. Pay attention to the intonation.

Goal: To listen and say four *Yes / No* questions with rising intonation.

Input: Four *Yes / No* questions

Audio script:

1. Did the hare run fast? ↗

2. Was the prince intelligent? ↗

3. Did the ant work hard? ↗

4. Do you like the story? ↗



Procedure: **Step 1:** Elicit from pupils that 1–4 are all *Yes / No* questions. Then elicit that they learned in the last exercise that *Yes / No* questions need a rising tone at the end. Check comprehension.

Step 2: Play the recording for pupils to listen to. Draw their attention to the rising tone at the end of each question. Then play it again, line by line, for pupils to listen and repeat in chorus and individually, until they feel confident. Correct their intonation and pronunciation where necessary.

Step 3: Have pupils practise reading the questions in pairs or groups. Then invite a few pupils to read them in front of the class. Encourage the class to praise or cheer their performance.

Extension: Have each pupil say one *Yes / No* question that they have learnt. For example: *Do you play football every day*? Ask them to pay attention to the rising tone at the end of the question.

Outcome: Pupils can say four *Yes / No* questions with rising intonation.

3. Let's chant.

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

Input: – Two pictures:

Snow White serving a meal for the seven dwarfs

The ant and the grasshopper

– The lyrics and the recording of the chant



Procedure: **Step 1:** Have pupils read the lyrics of the chant. Then get them to look at the pictures to reinforce their understanding. 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 stressed words. Play it again line by line for pupils to listen and repeat. Draw their attention to the pronunciation and rhythm. Encourage them to clap while chanting.

Step 3: Divide the class into two groups to take turns listening to and repeating the chant, while the rest of the class claps along.

Extension: If time allows, invite a few groups to say the chant in front of the class. The rest of the class can chant and clap along.

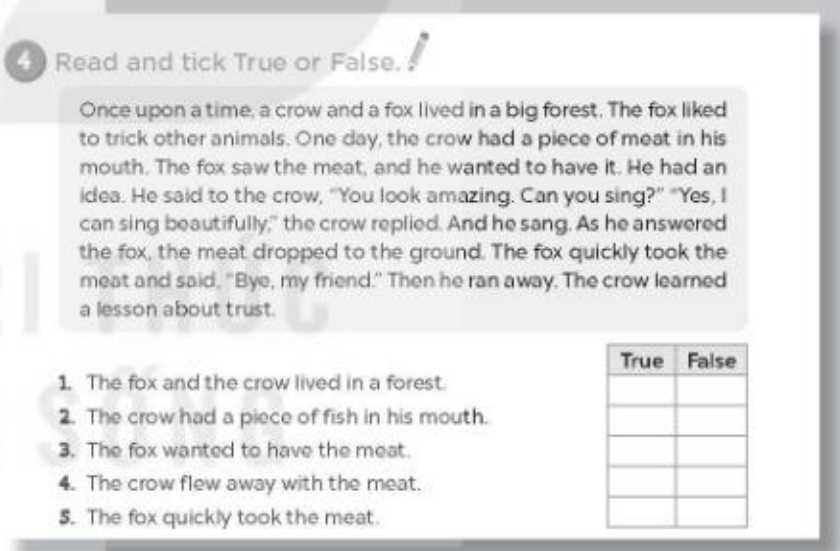
Outcome: Pupils can say the chant with the correct pronunciation, stress and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions.
- Ask pupils to open their books at page 51 and look at Unit 17, Lesson 3, Activity 4.

4. Read and tick True or False.


4 Read and tick True or False.

Once upon a time, a crow and a fox lived in a big forest. The fox liked to trick other animals. One day, the crow had a piece of meat in his mouth. The fox saw the meat, and he wanted to have it. He had an idea. He said to the crow, "You look amazing. Can you sing?" "Yes, I can sing beautifully," the crow replied. And he sang. As he answered the fox, the meat dropped to the ground. The fox quickly took the meat and said, "Bye, my friend." Then he ran away. The crow learned a lesson about trust.

	True	False
1. The fox and the crow lived in a forest.		
2. The crow had a piece of fish in his mouth.		
3. The fox wanted to have the meat.		
4. The crow flew away with the meat.		
5. The fox quickly took the meat.		

Goal: To read a story and show understanding of it by ticking True or False.

Input: – The story *The Fox and the Crow*

– Five sentences about the story and a True / False table

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the story and sentences, and decide if the sentences are true or false. Check their comprehension.

Step 2: Do Sentence **1** with the class as an example. First, have pupils read the sentence. Then have pupils find relevant information in the story. Ask *Where in the story can you find the information?* Explain that pupils need to find the word *lived* in the story and read the words after that to find the information. Tell them to tick True or False for Sentence **1**.

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

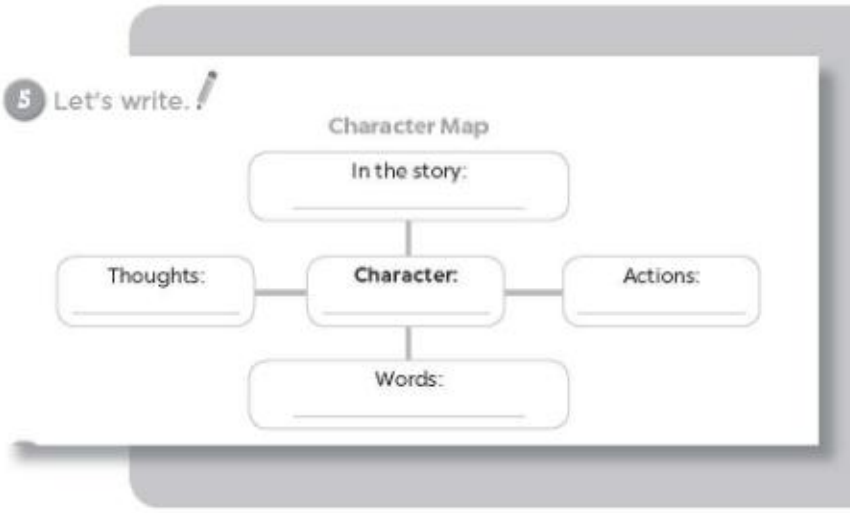
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Have pupils read the sentence in the story that helped them find the correct information. For example: *One day, the crow had a piece of meat in his mouth.*

Extension: Read the story aloud with pupils. Show pupils how to make voices / actions that match the events in the story.

Outcome: Pupils can read a story and show understanding of it by ticking True or False.

Key: 1. True **2.** False **3.** True **4.** False **5.** True

5. Let's write.



Goal: To complete the character map with information about a character from a story.

Input: A character map with five blanks

Procedure: **Step 1:** Explain that pupils have to complete the character map by writing about a character. Check comprehension.

Step 2: Have pupils read the central box (*Character*) and elicit some storybook characters to write about. Then have them write their choice of character in the blank. Explain that in the Thoughts box they should write something that the character thinks, and in the Words box something that he / she says or might say. In the Actions box, they should write something their character did in the story.

Step 3: Give pupils time to complete the rest of the character map independently. Go around the classroom and offer help where necessary.

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

Outcome: Pupils can complete the character map with information about a character from a story.

Suggested answers:

Character: the ant

In the story: *The Ant and the Grasshopper*

Actions: He worked hard. He collected food for the winter.

Thoughts: Winter is cold.

Words: 'I'm busy getting food for the winter.'

6. Project



Goal: To tell the class a story using stick puppets.

Input: A picture of a pupil holding two stick puppets (the ant and the grasshopper) and a speech bubble: *I will tell you a story. It is* The Ant and the Grasshopper. _____.

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Procedure: **Step 1:** Tell pupils that they will use the stick puppets they prepared at home to help tell their stories.

Step 2: Have pupils work in groups to prepare for telling their stories. Go around the classroom and offer help where necessary.

Step 3: Invite pupils to tell their stories in front of the class one at a time. Praise their good performances.

Outcome: Pupils can tell the class a story using stick puppets.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

I will tell you a story. It is *The Ant and the Grasshopper*. The main characters are the ant and the grasshopper. The ant worked hard to collect food for the winter. The grasshopper was lazy. He sang, danced and played. He did not collect food for the winter. Then, winter came. The grasshopper had nothing to eat. He was hungry and cold. The ant had lots of food.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 18 – MEANS OF TRANSPORT

Objectives

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

- correctly pronounce the rising intonation in *Yes / No* questions such as *Is it time for a trip?* and *Is it far from here?;*
- use the phrases *Dragon Bridge, Ha Noi Opera House, Ho Chi Minh City Museum, Ngo Mon Square* and *by bicycle, by bus, by taxi* and *on foot* in relation to the topic "Means of transport";
- use *Where do you want to visit? – I want to visit* ____. to ask and answer questions about the places someone wants to visit;
- use *How can I get to* ____*? – You can get there* ____. to ask and answer questions about means of transport;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Means of transport";
- read and write about a morning visit;
- make a list of interesting places to visit and the means of transport needed to get to them, and present it at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Spend a few minutes revising Unit 17 by asking the class to do the project from Lesson 3 or talk about the stories for children.
- Ask pupils to open their books at 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 focusing on asking and answering questions about the places to visit.

Input: – Context **a**: Linh and Lucy in a park

Linh: *Is it time for a trip?*

Lucy: *That's a great idea! Let's go somewhere.*

– Context **b**: Linh and Lucy talking about a place that they want to visit

Linh: *Where do you want to visit?*

Lucy: *I want to visit Hoan Kiem Lake.*

Linh: *Sounds good! I can't wait to go.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters, the thought bubble and other details.

Step 2: Ask pupils to look at Picture **a**. Play the first part of 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 and repeat the sentences in the recording. Check their pronunciation, and give corrections and feedback where necessary.

Step 5: Direct pupils' attention to the question *Where do you want to visit?* and the answer *I want to visit Hoan Kiem Lake*. Tell pupils that the exchange is about a place someone wants to visit.

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

2. Listen, point and say.

Goal: To correctly say the phrases *Dragon Bridge, Ha Noi Opera House, Ho Chi Minh City Museum,* and *Ngo Mon Square* and use *Where do you want to visit? – I want to visit* _____. to ask and answer questions about places someone wants to visit.



Input: – Picture and word cues:

a. Ha Noi Opera House in Ha Noi, and the phrase *Ha Noi Opera House*

b. Dragon Bridge in Da Nang City, and the phrase *Dragon Bridge*

c. Ngo Mon Square in Hue City, and the phrase *Ngo Mon Square*

d. Ho Chi Minh City Museum in Ho Chi Minh City, and the phrase *Ho Chi Minh City Museum*

– Speech bubbles: *Where do you want to visit? – I want to visit* _____.

Audio script:

a. Ha Noi Opera House **b.** Dragon Bridge

c. Ngo Mon Square **d.** Ho Chi Minh City Museum

a. *A*: Where do you want to visit?

B: I want to visit Ha Noi Opera House.

b. *A*: Where do you want to visit?

B: I want to visit Dragon Bridge.

c. *A*: Where do you want to visit?

B: I want to visit Ngo Mon Square.

d. *A*: Where do you want to visit?

B: I want to visit Ho Chi Minh City Museum.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase *Ha Noi Opera House*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the phrases a few times.

Step 2: Point at the question pattern *Where do you want to visit?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I want to visit* ____.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *Where do you want to visit? – I want to visit Ha Noi Opera House.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils in pairs and have pairs practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly say the phrases and use *Where do you want to visit? – I want to visit* ____. to ask and answer questions about places someone wants to visit.

Notes: Ngo Mon (Ngọ Môn)

3. Let's talk.



Goal: To use *Where do you want to visit?* and *I want to visit* ____. in a freer context.

Input: – Picture cues: Dragon Bridge, a museum, a city square, Ha Noi Opera House

– Speech bubbles: *Where do you want to visit? –* ____.

Procedure: **Step 1:** Direct pupils' attention to the pictures. Ask them to identify the places.

Step 2: Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should be.

Step 3: Have some pairs role-play by asking and answering questions about the places in the pictures. Go around the classroom to observe and provide help.

Extension: Encourage pupils to brainstorm some places of interest, then talk with each other using the sentence patterns.

Step 4: Invite some pairs to role-play by asking and answering questions about places they want to visit in front of the class. Give corrections and feedback where necessary. Then, encourage pupils to talk about places that they know.

Outcome: Pupils can use *Where do you want to visit? – I want to visit* ____. in a freer context.

Suggested questions and answers:

Where do you want to visit? – I want to visit Dragon Bridge.

Where do you want to visit? – I want to visit a museum.

Where do you want to visit? – I want to visit the square.

Where do you want to visit? – I want to visit Ha Noi Opera House.

Where do you want to visit? – I want to visit Phong Nha Cave.

Where do you want to visit? – I want to visit Cu Chi Tunnels.

Preparation for the project: Ask pupils to prepare for the project on page 57 by compiling a list of places to visit and the means of transport people can take to get there. Tell pupils to create the list while they study Unit 18 so that they can present it at Project time. They should also gather / draw / print pictures of the places they want to talk about.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising place names and *Where do you want to visit? – I want to visit* ____. Have pupils ask and answer questions about places they want to visit.
- Dictate some phrases describing places to visit and ask pupils to write them down. Then let pupils work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 53 and look at Unit 18, Lesson 1, Activity 4.

4. Listen and number.

Goal: To listen to and understand four conversations in which characters ask and answer questions about places someone wants to visit, and number the pictures.



Input: Picture cues:

a. Museum of History **b.** Ha Noi Opera House

c. Ngo Mon Square **d.** Golden Bridge

Audio script:

1. *A:* Where do you want to visit?

B: I want to visit Golden Bridge.

2. *A:* I want to visit a place.

B: Where do you want to go?

A: Museum of History.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. *A:* I want to go out in the morning.

B: Where do you want to go?

A: I want to go to Ngo Mon Square.

4. *A:* Where do you want to visit?

B: I want to visit Ha Noi Opera House.

A: Yes. It's a nice place.

Procedure: **Step 1:** Have pupils look at the pictures. Ask them *How many pictures are there?* and *Which place can you see in each picture?* Explain that they will put the pictures in the order that they hear them by numbering the boxes 1–4.

Step 2: Play the recording of the first conversation. Ask pupils to find the correct picture and write number *1* in the box. Check their answers and give feedback.

Step 3: Play the other recordings. Ask pupils to work individually, then work in pairs for their peer-checks. Go around the class and give support if necessary.

Step 4: Check the answers as a class. Correct the answers, if necessary.

Outcome: Pupils can understand four conversations in which characters ask and answer questions about places someone wants to visit, and number the pictures.

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

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Ask pupils to look at the pictures and identify the places. Give prompts and clues to help identify Ho Chi Minh City Museum, Tower Bridge, Ha Noi Opera House and a city square.

Step 2: Have pupils read the sentences in Exchange **1**. Ask them what is missing from the sentence. Ask them to complete the gap using information from the picture. Give the correct answer.

Step 3: Ask pupils to do the other questions in the same way independently then to swap books and check answers. Go around and give support if necessary.

Step 4: Ask pairs to read the dialogues aloud. Give feedback and corrections if necessary.

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

Key: **1.** visit; Ho Chi Minh City Museum **2.** do; want to visit

3. want to visit; to visit Ha Noi Opera House **4.** Where; I want to visit

6. Let's sing.



Goal: To sing the song *Where do you want to visit?* with the correct pronunciation, intonation and melody.

Input: The lyrics and recording of the song *Where do you want to visit?*

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

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

Step 3: Play the recording of the song once or twice for pupils to listen and repeat, line by line.

Step 4: When pupils feel confident and become familiar with the tune and lyrics, ask them to sing the whole song while clapping their hands.

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

Extension: Encourage pupils to replace some words for places to make a new version of the song, then try to sing it.

Outcome: Pupils can sing the song *Where do you want to visit?* with the correct pronunciation, intonation and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Spend a few minutes revising Lesson 1 by singing the song *Where do you want to visit?*
- Ask pupils to open their books at 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 focusing on asking and answering questions about means of transport.

Input: – Context **a**: A tourist asking for help from Linh and her mother at a street corner

Tourist: *Excuse me! I'm lost.*



Linh's mother: *Where do you want to go?*

Tourist: *I want to get to Hoan Kiem Lake.*

Linh's mother: *Well, it's far from here.*

– Context **b**: Linh's mother telling the tourist how to get to Hoan Kiem Lake

Tourist: *How can I get to Hoan Kiem Lake?*

Linh's mother: *You can get there by bus. The bus stop is over there.*

Tourist: *Thank you so much!*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Have them say what they can see.

Step 2: Ask pupils to look at Picture **a**. Play the first part of 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 and repeat the sentences in the recording. Give feedback where necessary.

Step 5: Direct pupils' attention to the question *How can I get to Hoan Kiem Lake?* and the answer *You can get there by bus.* Tell pupils that they are about means of transport.

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

2. Listen, point and say.

Goal: To correctly say the phrases *by bus, by bicycle, by taxi* and *on foot* and use *How can I get to ____? – You can get there ____.* to ask and answer questions about means of transport.



Input: – Picture and word cues:

a. Hoan Kiem Lake and a bus, and the phrases *Hoan Kiem Lake / by bus*

b. Dragon Bridge and a bicycle, and the phrases *Dragon Bridge / by bicycle*

c. Dam Sen Water Park and a taxi, and the phrases *Dam Sen Water Park / by taxi*

d. Thien Mu Pagoda and people walking, and the phrases *Thien Mu Pagoda / on foot*

– Speech bubbles:

How can I get to ____? – You can get there ____.

Audio script:

a. Hoan Kiem Lake / by bus

b. Dragon Bridge / by bicycle

c. Dam Sen Water Park / by taxi

d. Thien Mu Pagoda / on foot

a. *A*: How can I get to Hoan Kiem Lake?

B: You can get there by bus.

b. *A*: How can I get to Dragon Bridge?

B: You can get there by bicycle.

c. *A*: How can I get to Dam Sen Water Park?

B: You can get there by taxi.

d. *A*: How can I get to Thien Mu Pagoda?

B: You can get there on foot.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the phrases *Hoan Kiem Lake* and *by bus* several times, in chorus and individually. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 2: Point at the sentence pattern *How can I get to* ____*?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *You can get there by* ____.

Step 3: Point at Picture **a** and have pupils listen to and repeat after the recording *How can I get to Hoan Kiem Lake? – You can get there by bus*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the questions and the answers for Contexts **a–d** until they feel confident.

Step 5: Have pairs of pupils practise asking and answering questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation and give feedback where necessary.

Outcome: Pupils can say the phrases *by bus, by bicycle, by taxi* and *on foot* and use *How can I get to* ____*? – You can get there* ____. to ask and answer questions about means of transport.

3. Let's talk.

Goal: To use *Where do you want to visit?* – ____. and *How can I get to* ____*?* – ____. in a freer context.



Input: – Picture cues: a bus, a taxi, and a bicycle; a museum and a pagoda

– Speech bubbles:

Where do you want to visit? – ____.

How can I / you get to ____*?* – ____.

Procedure: **Step 1:** Direct pupils' attention to the pictures. Have them identify the places and the means of transport. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Do the same with the other pair of speech bubbles.

Step 2: Have pairs of pupils practise asking and answering questions about places and means of transport in the picture. Go around the class and provide support when necessary.

Step 3: Invite a few pairs to act out the exchanges in front of the class. Give feedback where necessary.

Extension: Encourage pupils to brainstorm some other places of interest and some means of transport, then have them talk with each other using the sentence patterns from the lesson.

Outcome: Pupils can use *Where do you want to visit?* – ____. and *How can I get to* ____*?* – ____. in a freer context.

Suggested answers:

Where do you want to visit? – I want to visit a museum / Thien Mu Pagoda / the square / the park.

How can I / you get to the museum / Thien Mu Pagoda / the square / the park? – You can get there by bus / taxi / bicycle / on foot.

LESSON 2 (Period 4)

Warm-up

- Greet the class and spend a few minutes revising the sentence patterns from Lesson 1 and Lesson 2 to ask and answer questions about places and means of transport.
- Ask pupils to open their books at page 55 and look at Unit 18, Lesson 2, Activity 4.

4. Listen and tick or cross.

Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about places and means of transport, and tick or cross the pictures.



Input: Picture cues:

1. National Park and a taxi

2. Tower Bridge and a bicycle

Audio script:

1. *A*: I want to visit somewhere this morning.

B: Where do you want to visit?

A: I want to visit National Park.

B: That's a good place. Let's go by taxi.

2. *A*: Excuse me.

B: Yes.

A: I want to get to Tower Bridge. How can I get there?

B: Well, you can get there by bus.

A: Thank you so much.

Procedure: **Step 1:** Have pupils look at the pictures. Ask *What place can you see in each picture? What means of transport can you see in each picture?*

Step 2: Tell pupils to look at Picture **1.** Say that they will hear a conversation between a boy and a girl about a place and how to get there. Ask pupils to tick the picture if it is correct, or cross it if it is incorrect. Play the recording of the first conversation twice.

Step 3: Do the same with the second conversation.

Step 4: Ask pupils to swap books with a partner and check answers. Correct answers and give feedback.

Outcome: Pupils can understand two communicative contexts in which characters ask and answer questions about places and means of transport, and tick or cross the pictures according to what they hear.

Key: 1. ✓ **2.** ×

5. Read and complete.

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

Input: – Two picture cues of places and means of transport

– Two gapped exchanges to complete



Procedure: **Step 1:** Ask pupils to look at the pictures and identify the places and means of transport.

Step 2: Have pupils read Exchange **1**. Ask them what is missing from each gap. Have them complete the gaps using the picture. Repeat the same procedure with Exchange **2**.

Step 3: Check answers, giving corrections and feedback where necessary. Then ask a few pairs to read one of the completed exchanges aloud.

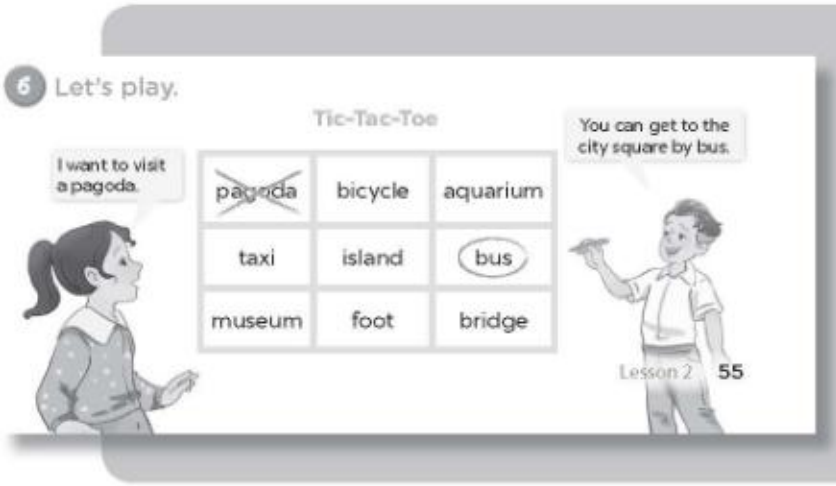
Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: 1. How; by bus **2.** go to / visit; get; by boat

6. Let's play.

Goal: To revise the target vocabulary for places to visit and means of transport by playing the game *Tic-Tac-Toe*.

Input: Two pupils playing a game of *Tic-Tac-Toe* with a grid of 3x3 squares and words describing places to visit and means of transport. Two sentences are given as examples.



Procedure: **Step 1:** Tell pupils that they are going to play the game *Tic-Tac-Toe*. Two pupils play at a time. One pupil is X, and the other is O. The pupils choose a square by saying a word and a sentence with that word, and put their mark in the corresponding square. The first pupil to put three marks in a vertical, horizontal or diagonal line is the winner.

Point out to pupils that they have to make a sentence with the given word. There is no need to make up a full conversation. Use the illustration as an example to demonstrate how to play the game.

Step 2: Invite two pupils to play at a time.

Step 3: Let pupils play the game several times if there is enough time. Change the words in the grid every so often.

Outcome: Pupils can revise the target vocabulary for places to visit and means of transport by playing the game *Tic-Tac-Toe*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to play the game *Tic-Tac-Toe* on page 55.
- Ask pupils to open their books at page 56 and look at Unit 18, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat two *Yes / No* questions with rising intonation.

Input: Two *Yes / No* questions: *Is it time for a trip?* and *Is it far from here?*

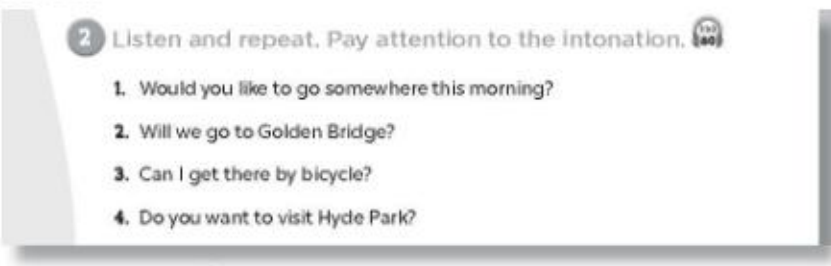
Procedure: **Step 1:** Draw pupils' attention to the arrow indicating rising intonation at the end of *Is it time for a trip?* Have them listen to the recording and repeat the question, in chorus and individually, until they feel confident. Correct their pronunciation and intonation if necessary.

Step 2: Repeat the procedure with the second question.

Step 3: Give pupils a time limit to practise saying the questions in pairs or groups. Go around the class and give corrections when necessary. Then invite some pupils to say the questions at the front of the class.

Outcome: Pupils can correctly repeat two *Yes / No* questions with rising intonation.

2. Listen and repeat. Pay attention to the intonation.



Goal: To listen and say four *Yes / No* questions with rising intonation.

Input: Four *Yes / No* questions

Audio script:

1. Would you like to go somewhere this morning? ↗

2. Will we go to Golden Bridge? ↗

3. Can I get there by bicycle? ↗

4. Do you want to visit Hyde Park? ↗

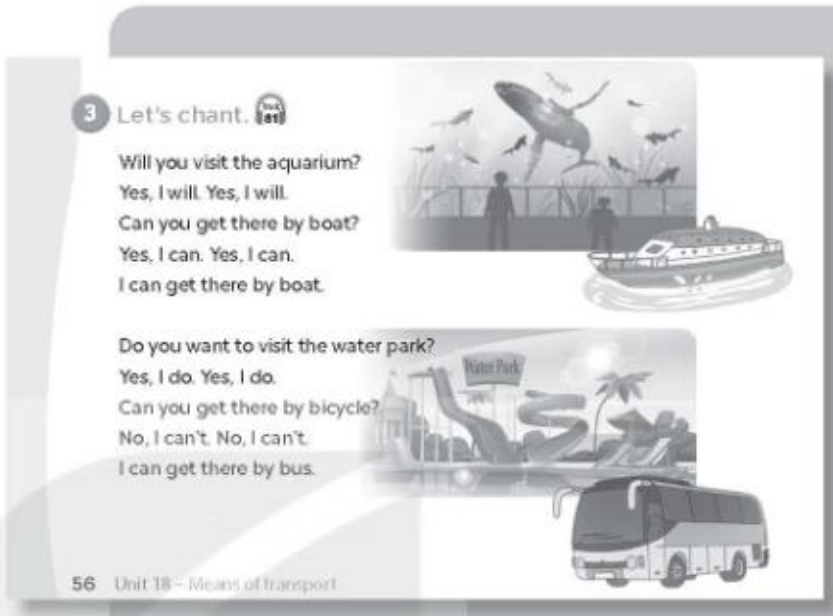
Procedure: **Step 1:** Have pupils read Question **1**. Explain that they will hear the question, then repeat it with rising intonation. Allow pupils to repeat the question until they feel confident saying it.

Step 2: Do the same with Questions **2–4**.

Step 3: Invite a few pupils to say the questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can say four *Yes / No* questions with rising intonation.

3. Let's chant.



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

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the rising intonation in the *Yes / No* questions.

Step 2: Play the recording and ask pupils to listen to and repeat the first verse, line by line. Show them how to chant and use their fingers to draw a rising line in the air for the rising intonation.

Step 3: Play the recording of the whole verse a few times for pupils to repeat, in chorus and individually. Give corrections and feedback where necessary.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant.

Extension: Replace some places and means of transport in the chant. Have pupils practise the new chant.

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

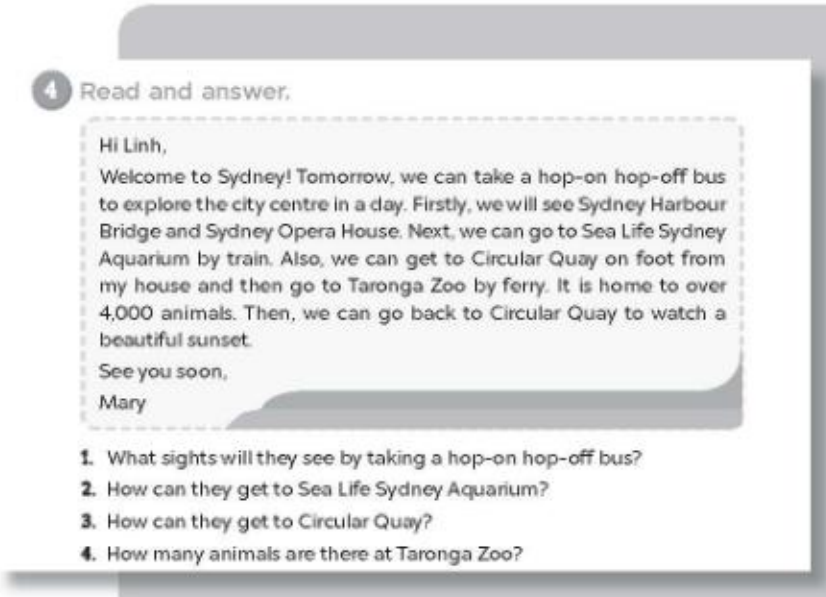
LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant from Lesson 3, Activity 3.
- Ask pupils to open their books at page 57 and look at Unit 18, Lesson 3, Activity 4.

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4. Read and answer.



Goal: To read and understand a text about visiting Sydney and to answer the questions.

Input: – A text from Mary to Linh about a city tour in Sydney

– Four questions about the text

Procedure: **Step 1:** Set a time limit and ask pupils to read through the text to get a general idea of it.

Step 2: Ask pupils to read Question **1**. Encourage them to underline some keywords that might help them find the correct answer. Tell them to read the text again to find the answer to the question. Do the same with Questions **2**–**4**. Let pupils do the activity independently, then swap their books with a partner and check the answers. Go around the class and offer help if necessary.

Step 3: Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can read and understand a text about visiting Sydney and can answer questions about it.

Key: **1.** Sydney Harbour Bridge and Sydney Opera House.

2. By train. **3.** On foot. **4.** Over 4,000.

5. Let's write.



Goal: To complete a paragraph about a trip using a picture cue.

Input: – Picture cue: two characters taking photos at an aquarium, and a bus outside it

– A gapped paragraph to complete

Procedure: **Step 1:** Ask pupils to talk about what they can see in the picture. Ask them questions such as *Where are they? What are they doing? What is behind them?* and *What is outside the building?* Tell pupils that they should write about 40 words.

Step 2: Give pupils enough time to complete their paragraphs. Let pupils work in pairs or groups to read each other's paragraphs and give feedback. Go around the class and give support where necessary.

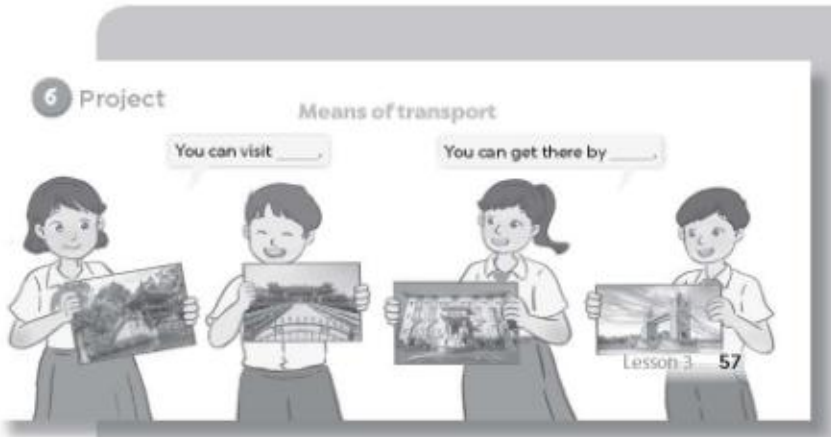
Step 3: Have some pupils read their paragraphs aloud. Give corrections and feedback where necessary.

Outcome: Pupils can complete a paragraph about a trip to a place and the means of transport used to get there.

Suggested answer:

Today is Sunday. We want to visit the aquarium in the city. We will get there by bus. We will take photos with the animals in the tanks. Also, we want to learn more about the sharks and other fish.

6. Project



Goal: To make a presentation to the class about interesting places and how to get to them using various means of transport.

Input: – A picture of a group of pupils giving their presentations

– Speech bubbles: *You can visit* ____. and *You can get there by* ____.

Procedure: **Step 1:** Point at the photos of places and explain that pupils are going to present the places and means of transport that they have prepared at home.

Step 2: Revise some words and sentence patterns that pupils may use for their presentations. Give pupils some time to practise their presentations by themselves and within groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary. Allow time for all other pupils to present to their group.

Outcome: Pupils can make a presentation to the class about interesting places and how to get to them using various means of transport.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

Here are some interesting places to visit. You can visit One Pillar Pagoda in Ha Noi. It is very beautiful! You can get there by bus. You can also visit Ba Dinh Square. You can get there by bus, too. Finally, you can visit Ho Chi Minh Museum. You can get there on foot.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 19 – PLACES OF INTEREST

Objectives

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

- correctly say the questions *What do you think of Ba Na Hills?* and *How far is it from Tay Ninh to Can Tho?* with falling intonation;
- use the words *beautiful, exciting, fantastic* and *peaceful* in relation to the topic "Places of interest";
- use *What do you think of ____? – I think it's / they're ____.* to ask and answer questions about someone's opinion of a place;
- use *How far is it from ____ to ____? – It's about ____ kilometres.* to ask and answer questions about distance;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Places of interest";
- read and write about a place of interest;
- select some pictures / posters about famous places of interest and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Then spend a few minutes revising the previous lesson by asking the class to say the chant on page 56 and clap their hands.
- Ask pupils to open their books at page 58 and look at Unit 19, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on someone's opinion of a place.



Input: – Context **a**: Mai explaining the reason why she didn't take part in the trip to Ban Gioc Waterfall

Lucy: *Hi, Mai. It's a pity you didn't come to Ban Gioc Waterfall with us.*

Mai: *I had to finish my project.*

Lucy: *Oh, I see.*

– Context **b**: Lucy expressing her opinion of Ban Gioc Waterfall

Mai: *What do you think of Ban Gioc Waterfall?*

Lucy: *I think it's beautiful.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters. Ask *Who are they? What are they talking about?* Use Vietnamese to ask them if they have been to Ban Gioc Waterfall and what they think of it.

Step 2: Get pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen. Play it again, sentence by sentence, for pupils to listen, point at each sentence and repeat. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to listen to and repeat the dialogues. Correct their pronunciation where necessary.

Step 4: Draw pupils' attention to the question *What do you think of Ban Gioc Waterfall?* and the answer *I think it's beautiful*. Tell them that they are a question and an answer about someone's opinion of a place.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on someone's opinion of a place.

Notes: Ban Gioc (Bản Giốc)

2. Listen, point and say.

Goal: To correctly say the words and use *What do you think of ____? – I think it's / they're ____.* to ask and answer questions about someone's opinion of a place.



Input: – Picture and word cues:

a. a picture of Ban Gioc Waterfall
and the words *Ban Gioc Waterfall / peaceful*

b. a picture of Hoi An Old Town, and the words *Hoi An Old Town / exciting*

c. a picture of Sydney Opera House, and the words *Sydney Opera House / beautiful*

d. a picture of Petronas Twin Towers, and the words *Petronas Twin Towers / fantastic*

– Speech bubbles: *What do you think of ____? – I think it's / they're ____.*

Audio script:

a. Ban Gioc Waterfall, peaceful **b.** Hoi An Old Town, exciting

c. Sydney Opera House, beautiful **d.** Petronas Twin Towers, fantastic

a. *A:* What do you think of Ban Gioc Waterfall?

B: I think it's peaceful.

b. *A:* What do you think of Hoi An Old Town?

B: I think it's exciting.

c. *A:* What do you think of Sydney Opera House?

B: I think it's beautiful.

d. *A:* What do you think of Petronas Twin Towers?

B: I think they're fantastic.

Procedure:

Step 1: Have pupils look at the pictures and elicit the places and the words used to describe these places. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the name of the place (*Ban Gioc Waterfall*) and how it is described (*peaceful*). Play it again for pupils to listen to and repeat the words under the pictures, in chorus and individually, until they feel confident. Repeat the same procedure with the other three pictures.

Step 3: Point at Picture **a** and have pupils listen to the second part of the recording and repeat the sentences (*What do you think of Ban Gioc Waterfall? – I think it's peaceful.*) several times. Explain that they are a question and answer about someone's opinion of a place. Repeat the same procedure with Pictures **b**, **c** and **d**. Draw their attention to the use of *they're* (plural form) when talking about Petronas Twin Towers (Picture **d**). Check comprehension.

Step 4: Have pupils practise asking and answering the questions in pairs. Go around the classroom to offer help where necessary. Then 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 do you think of ____? – I think it's / they're ____.* to ask and answer questions about someone's opinion of a place.

3. Let's talk.

Goal: To use *What do you think of ____? – I think ____.* in a freer context.

Input:

– Picture cues: Ban Gioc Waterfall, Petronas Twin Towers, Sydney Opera House and Hoi An Old Town

– Speech bubbles: *What do you think of ____? – I think ____.*



Procedure:

Step 1: Draw pupils' attention to the pictures and have them say the names of the places. You may ask some questions to help them.

Step 2: Have pupils point at the first picture and elicit the missing words in the question and the answer in the speech bubbles and write them on the board (*What do you think of Ban Gioc Waterfall? – I think it's beautiful.)* Get pupils to say the completed exchange. Repeat the same procedure with the other pictures.

Step 3: Put pupils into pairs to practise asking and answering questions about their opinions of a place, using picture cues. Go around to observe and provide help.

Step 4: Invite a few pairs to ask and answer questions in front of the class. Praise them when they perform well.

Extension: Put pupils into pairs to practise asking and answering questions about their opinions of some places of interest. Praise good performances.

Suggested questions and answers for the Extension activity:

What do you think of Ha Long Bay? – I think it's beautiful.

What do you think of Dong Xuan Market? – I think it's exciting.

What do you think of Hoan Kiem Lake? – I think it's peaceful.

What do you think of the old buildings at Ba Na Hills? – I think they're fantastic.

Outcome: Pupils can use *What do you think of ____? – I think ____.* in a freer context.

Preparation for the project: Tell pupils about the project on page 63 and ask them to prepare at home. They should select some pictures about a famous place of interest. Tell pupils they will present their work to the class at Project time.

LESSON 1 (Period 2)

Warm-up

– Greet the class. Then use some flash cards (e.g. *Ban Gioc Waterfall, Petronas Twin Towers, Sydney Opera House, Hoi An Old Town, Hoan Kiem Lake*) to revise the vocabulary and structures from Period 1 by asking and answering *What do you think of ____? – I think it's / they're ____.*

– Ask pupils to open their books at page 59 and look at Unit 19, Lesson 1, Activity 4.

4. Listen and circle.



Goal: To listen to and understand four communicative contexts in which speakers ask and answer questions about their opinions of a place, and circle the correct words / options.

Input: Picture cues:

1. Hoi An Old Town, and the words ***a.*** *peaceful*, ***b.*** *exciting*

2. Ban Gioc Waterfall, and the words ***a.*** *fantastic*, ***b.*** *peaceful*

3. Petronas Twin Towers, and the words ***a.*** *fantastic*, ***b.*** *exciting*

4. Sydney Opera House, and the words ***a.*** *peaceful*, ***b.*** *beautiful*

Audio script:

1. *A*: What do you think of Hoi An Old Town?

B: I think it's exciting.

2. *A*: Do you think Ban Gioc Waterfall is exciting?

B: No, I don't. I think it's peaceful.

3. *A*: What do you think of Petronas Twin Towers?

B: I think they're fantastic.

4. *A*: Do you think Sydney Opera House is peaceful?

B: Yes, I do. I think it's peaceful.

Procedure: **Step 1:** Draw pupils' attention to the pictures to identify the names of the places. Have them point at and say aloud the words. Then ask them to guess the speakers' opinion about the places, **a** or **b**.

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Step 2: Play the recording all the way through for pupils just to listen. Then play it again for pupils to listen to and circle the correct words / options.

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

Extension: Have pupils write speakers' opinions about the pictures. For example, for Picture **1**: *I think Hoi An Old Town is exciting*. For more able classes, ask pupils to write what each speaker thinks about the places. For example, Picture **1**: *She (He) thinks Hoi An Old Town is exciting*.

Outcome: Pupils can understand four communicative contexts in which speakers ask and answer questions about their opinions of a place, and circle the correct words / options.

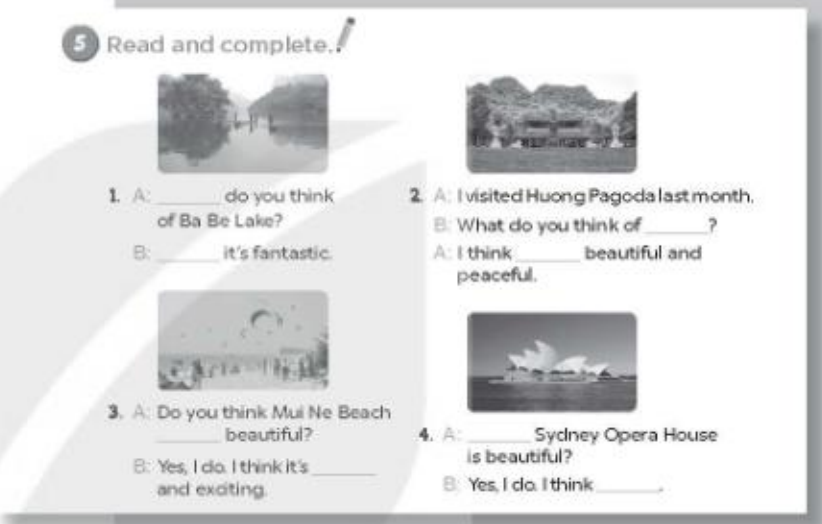
Key: 1. b **2.** b **3.** a **4.** a

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure: **Step 1:** Have pupils look at the pictures and identify the places. Then let them read the four incomplete exchanges. Draw their attention to the gaps in the exchanges and have them guess the missing words. Check comprehension.

Step 2: Do the first exchange together as an example. Have pupils read the exchange. Draw their attention to the missing words. Explain that *What* should be used to fill in the gap in the question due to the sentence pattern *What do you think of _____?* and *I think* in the answer according to the sentence pattern *I think it's / they're _____*. Give them time to fill in the gaps.

Step 3: Repeat **Step 2** with Pictures **2**, **3** and **4**. Draw pupils' attention to the *Yes / No* questions in Exchanges **3** and **4** while they are completing the exchanges. Check comprehension.

Step 4: Give pupils a time limit to complete the exchanges independently. Then get them to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board.

Step 5: Invite four pairs of pupils to act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

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

Key: 1. What; I think **2.** it / Huong Pagoda; it's

3. is; beautiful **4.** Do you think; it's beautiful

Notes: Ba Be (Ba Bể), Huong (Hương), Mui Ne (Mũi Né)

6. Let's sing.



Goal: To sing the song *What do you think of …?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *What do you think of ...?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Draw pupils' attention to the words *fantastic*, *exciting*, *peaceful* and *beautiful*. Explain that they are used to show someone's opinions of Ba Na Hills and Dau Go Cave. Ask the class if they know Dau Go Cave. Check comprehension.

Step 2: Play the recording all the way through for pupils to listen to. Encourage them to listen carefully to the pronunciation and melody. Then play it again, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Put pupils into two groups. One group sings the questions and the other sings the answers. Then invite a few people from each group to the front of the class to sing the song. The rest of the class sings along and claps their hands to encourage their classmates.

Extension: Have pupils brainstorm some other places to replace Ba Na Hills and Dau Go Cave, e.g. in the first and fifth lines of the first verse: *What do you think of Nha Trang Beach? Nha Trang Beach is fantastic and exciting*. and in the first and fifth lines of the second verse: *What do you think of Ha Long Bay? Ha Long Bay is peaceful and beautiful*. Then have pupils sing the song with the new lyrics.

Outcome: Pupils can sing the song *What do you think of…?* with the correct pronunciation, rhythm and melody.

Notes: Dau Go (Đầu Gỗ)

LESSON 2 (Period 3)

Warm-up

- Greet the class. Then spend a few minutes revising the previous lesson by inviting a few groups of pupils to sing the song *What do you think of …?*
- Ask pupils to open their books at page 60 and look at Unit 19, Lesson 2, Activity 1. Tell pupils they will learn to ask and answer questions about distance.

1. Look, listen and repeat.

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



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Input: – Context **a**: Minh and Bill talking about a trip to Ho Guom Walking Streets

Minh: *We're going to Ho Guom Walking Streets this weekend. Do you want to come with us?*

Bill: *Yes, I'd love to.*

– Context **b**: Bill and Minh talking about the distance from their school to Ho Guom Walking Streets

Bill: *How far is it from our school to Ho Guom Walking Streets?*

Minh: *It's about two kilometres.*

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 of the first dialogue for them to listen. Play it again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus, sentence by sentence, until they feel confident. Then invite a few pairs to the front of the class to listen and repeat the dialogues.

Step 4: Draw their attention to the question *How far is it from our school to Ho Guom Walking Streets?* and the answer *It's about two kilometres.* Tell pupils that they are used to talk about distance.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which the question and answer are about distance.

2. Listen, point and say.

Goal: To correctly say the numbers and use *How far is it from ____ to ____? – It's about ____ kilometres.* to ask and answer questions about distance.



Input: – Picture and word cues:

a. a map showing the distance from Can Tho to Vinh Long, and the words *Can Tho – Vinh Long / 40*

b. a map showing the distance from Ha Noi to Thai Nguyen, and the words *Ha Noi – Thai Nguyen / 79*

c. a map showing the distance from Hue to Da Nang, and the words *Hue – Da Nang / 100*

d. a map showing the distance from Hue to Hoi An, and the words *Hue – Hoi An / 129*

– Speech bubbles: *How far is it from ____ to ____? – It's about ____ kilometres.*

Audio script:

a. Can Tho – Vinh Long / 40 **b.** Ha Noi – Thai Nguyen / 79

c. Hue – Da Nang / 100 **d.** Hue – Hoi An / 129

a. *A*: How far is it from Can Tho to Vinh Long?

B: It's about 40 kilometres.

b. *A*: How far is it from Ha Noi to Thai Nguyen?

B: It's about 79 kilometres.

c. *A*: How far is it from Hue to Da Nang?

B: It's about 100 kilometres.

d. *A*: How far is it from Hue to Hoi An?

B: It's about 129 kilometres.

Procedure: **Step 1:** Have pupils look at the maps and elicit the names of the places and the numbers. Have the class say the names and numbers under the pictures a few times. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the first part of the recording and repeat the name of the place and the number (*Can Tho – Vinh Long / 40*). Repeat the same procedure with other three pictures. Draw their attention to how the Vietnamese names (*Can Tho, Vinh Long, Ha Noi, Thai Nguyen, Hue, Da Nang, Hoi An*) are pronounced in English.

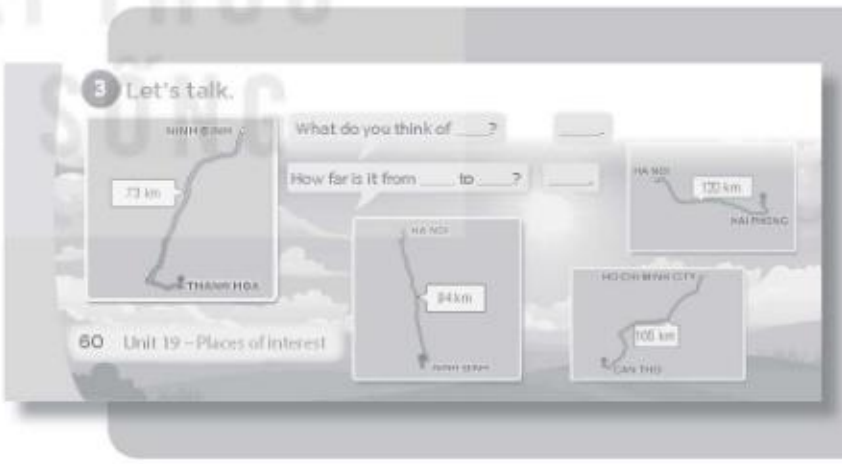
Step 3: Point at the speech bubbles and Picture **a**. Have pupils fill in the gaps in the question (e.g. *How far is it from Can Tho to Vinh Long?*) and in the answer *(e.g. It's about 40 kilometres.)* Then let pupils listen to the second part of the recording and repeat the first exchange until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**. Correct pronunciation where necessary.

Step 4: Have pupils work in pairs and practise the exchange *How far is it from ____ to ____? – It's about ____ kilometres.* with the help of Pictures **a**, **b**, **c** and **d**. Then invite a few pairs to the front of the class to point at the pictures and ask and answer questions about distance.

Outcome: Pupils can correctly say the numbers and use *How far is it from ____ to ____? – It's about ____ kilometres*. to ask and answer questions about distance.

3. Let's talk.

Goal: To use *What do you think of ____? – I think it's / they're ____.* and *How far is it from ____ to ____? – It's about ____ kilometres.* in a freer context.



Input: – Picture cues: Four maps showing the distances in kilometres from Ninh Binh to Thanh Hoa, Ha Noi to Ninh Binh, Ha Noi to Hai Phong and Ho Chi Minh City to Can Tho

– Speech bubbles:

What do you think of ____? – ____.

How far is it from ____ to ____? – ____.

Procedure: **Step 1:** Have pupils point at the pictures and say the names of the places and the distances.

Step 2: Get pupils to look at the suggested questions and answers in the speech bubbles. Draw their attention to the gaps, and have them look at the maps and elicit the missing words. Tell them to use some adjectives such as *beautiful, exciting, peaceful* and *fantastic* in the answers to the first question. Let pupils point at the pictures and act

out the dialogues (e.g. *What do you think of Thanh Hoa? – I think it's peaceful. How far is it from Ninh Binh to Thanh Hoa? – It's about seventy three kilometres.*)

Step 3: Give pupils time to work in pairs and take turns asking and answering questions about their opinions of places and the distance to places, using the picture cues. Make sure pupils understand and can say the structures with the correct pronunciation and intonation. Go around the classroom and provide help.

Step 4: Invite a few pairs to the front of the class to act out the dialogues. Praise pupils when they perform well.

Extension: Have pupils ask and answer questions about their opinions of other places they want to go to (e.g. the park, the zoo, the museum, the aquarium) and the distances to each from their school (e.g. *What do you think of Thu Le Zoo? – I think it's exciting. How far is it from our school to Thu Le Zoo? – It's about three kilometres.*)

Outcome: Pupils can use *What do you think of ____? – I think it's / they're ____.* and *How far is it from ____ to ____? – It's about ____ kilometres.* in a freer context.

LESSON 2 (Period 4)

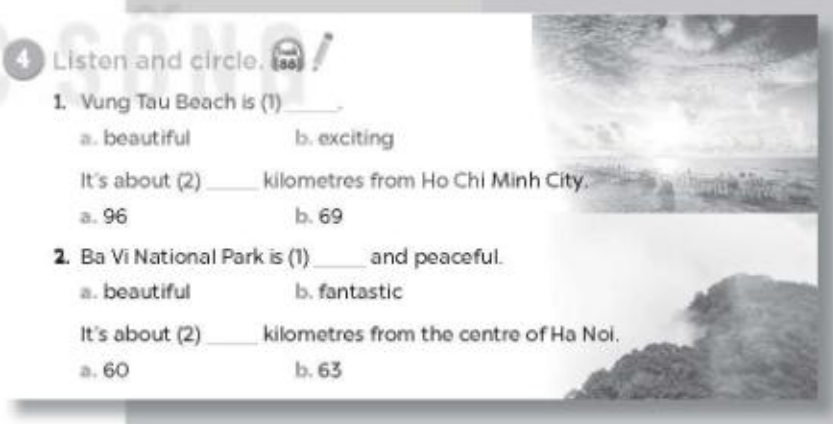
Warm-up

- Greet the class. Then have a few pairs of pupils ask and answer questions about places of interest and the distances from their houses to the places. Have the class make comments.
- Ask pupils to open their books at page 61 and look at Unit 19, Lesson 2, Activity 4.

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4. Listen and circle.

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about someone's opinion of a place and the distance to it, and circle the correct options.


4 Listen and circle.

1. Vung Tau Beach is (1)____.
a. beautiful b. exciting
It's about (2)____ kilometres from Ho Chi Minh City.
a. 96 b. 69
2. Ba Vi National Park is (1)____ and peaceful.
a. beautiful b. fantastic
It's about (2)____ kilometres from the centre of Ha Noi.
a. 60 b. 63

Input: Four gapped sentences, each with two answer options

Audio script:

1. *A*: What do you think of Vung Tau Beach?

B: I think it's exciting.

A: How far is it from Ho Chi Minh City?

B: It's about 96 kilometres.

A: OK. Thank you.

2. *A*: What do you think of Ba Vi National Park?

B: I think it's beautiful.

A: How far is it from the centre of Ha Noi?

B: It's about 63 kilometres.

A: Oh! It's far away.

Procedure: **Step 1:** Have pupils read the first two sentences. Draw their attention to the first gap (focusing on the speaker's opinion of the place) and the second gap relating to the distance. Do the same with the second two sentences. Ask them to guess the missing words before listening. Explain that they will listen to the recording and circle the correct options (**a** or **b**) while listening.

Step 2: Play the recording all the way through for pupils to listen. Then play it again for pupils to listen and circle the correct options.

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

Step 4: Invite a few pairs to come to the front of the class and read the sentences aloud.

Extension: Have pupils state the main ideas of the dialogues, using the sentences that have been completed (e.g. *Vung Tau Beach is exciting. It's about 96 kilometres from Ho Chi Minh City*.). Correct their pronunciation where necessary. You may play the recording again, sentence by sentence, for pupils to listen and repeat in chorus.

Outcome: Pupils can understand two communicative contexts in which pupils ask and answer questions about someone's opinion of a place and the distance to that place, and circle the correct options according to what they hear.

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

5. Read and complete.

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

Input: – Two picture cues

– Two gapped exchanges to complete



Procedure: **Step 1:** Do the first gapped exchange together with the class. Have pupils read the exchange and guess the missing words in the question (*How far*) and have them look at the picture and complete the second gap (*three kilometres*).

Step 2: Give pupils a time limit to read the second gapped exchange, look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils who are finding it difficult to do the task.

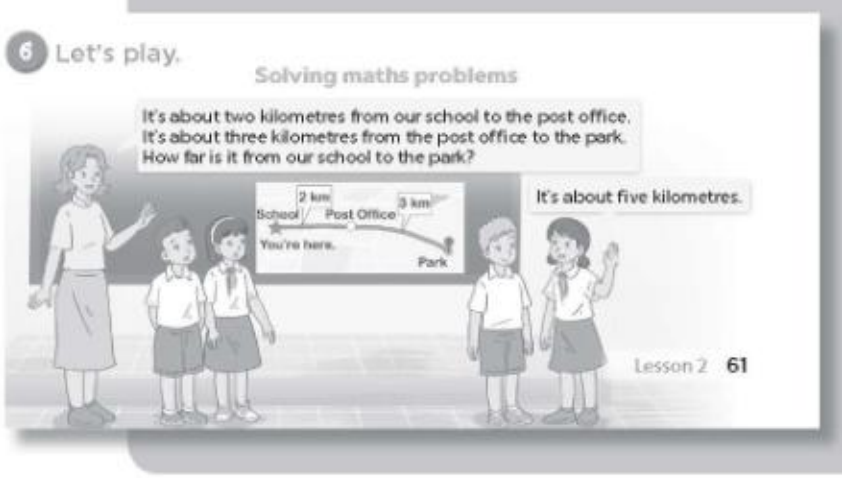
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

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

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

Key: 1. How far; three kilometres **2.** I think; is it; three kilometres

6. Let's play.



Goal: To revise the target vocabulary items and structures by playing the game *Solving maths problems*.

Input: – A map showing three places and the distances between them

– A teacher saying: *It's about two kilometres from our school to the post office. It's about three kilometres from the post office to the park. How far is it from our school to the park?*

– A pupil giving the answer: *It's about five kilometres.*

Procedure: **Step 1:** Draw pupils' attention to the map on the board and explain how the game is played. Explain that the teacher gives some simple maths problems about the distances between various places (e.g. post office, hospital, park, market, bakery) near the school. The teacher asks questions and the pupils answer. The group that gives the correct answer first will win the game. Use the illustration as an example to demonstrate how to play the game.

Step 2: Put pupils into small groups. Give them a time limit to play the game. Go around the classroom to offer help where necessary.

Extension: Have a few pupils create their own maths problems for the groups to solve. For example: *It's about two hundred metres from our school to the market. It's about seven hundred metres from the market to the bakery. How far is it from our school to the bakery?*

Outcome: Pupils can revise the target vocabulary items and structures by playing the game *Solving maths problems*.

LESSON 3 (Period 5)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Invite a few groups of pupils to the front of the class to play *Solving maths problems* using the language learnt in the previous lesson.
- Ask pupils to open their books at page 62 and look at Unit 19, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat two *Wh*-questions with falling intonation.

Input: Two *Wh*-questions: *What do you think of Ba Na Hills?* and *How far is it from Tay Ninh to Can Tho?*

Procedure: **Step 1:** Have pupils look at the questions. Draw their attention to the arrows at the ends of the questions. Explain that *Wh*-questions should be said with a falling intonation. Check comprehension.

Step 2: Play the recording for pupils to listen to and repeat the questions until they feel confident. Correct their intonation where necessary.

Step 3: Let pupils work in pairs or groups to practise saying the questions. Invite a few pupils to say them in front of the class. Praise pupils when they perform well.

Extension: Put pupils in groups and have them write two or three *Wh*-questions of their own and put a falling intonation arrow (↘) after them. For example: *What do you think of Da Lat?* ↘, *What are you doing now?* ↘, *What will they do tomorrow?* ↘, *Where did you go last Sunday?* ↘, *Who are the main characters of the story?* ↘. Then have pupils read the questions aloud in front of the class.

Outcome: Pupils can correctly repeat two *Wh*-questions with falling intonation.

2. Listen and repeat. Pay attention to the intonation.


2 Listen and repeat. Pay attention to the intonation.

1. What do you think of Hoan Kiem Lake?
2. What do you think of London?
3. How far is it from Hue to Da Nang?
4. How far is it from London to Manchester?

Goal: To listen and say four *Wh*-questions with falling intonation.

Input: Four *Wh*-questions

Audio script:

1. What do you think of Hoan Kiem Lake? ↘

2. What do you think of London? ↘

3. How far is it from Hue to Da Nang? ↘

4. How far is it from London to Manchester? ↘

Procedure: **Step 1:** Have pupils read the questions aloud. Draw their attention to the intonation of the questions. Check comprehension.

Step 2: Play the recording for pupils to listen to. Draw their attention to the falling intonation at the end of the questions. Then play the recording again, question by question, for pupils to listen and repeat in chorus, until they feel confident. Correct their intonation where necessary.

Step 3: Have pupils practise reading the questions in pairs or groups. Then invite a few pupils to read the questions in front of the class. Encourage the class to praise or cheer their performances.

Outcome: Pupils can say four *Wh*-questions with falling intonation.

3. Let's chant.


3 Let's chant.

What do you think of Da Lat?
It's pretty and peaceful.
How far is it from here?
It's not far. It's near.

What do you think of Ha Long?
It's pretty and exciting.
How far is it from here?
It's not near. It's far.

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

Input: – Pictures of Da Lat and Ha Long

– The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the lyrics of the chant. Ask them the meaning of each of the lines. Then get them to look at the pictures to reinforce their understanding. Check comprehension.

Step 2: Play the recording of the first verse for pupils to listen to. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the falling intonation of the questions (e.g. *What do you think of Da Lat?* ↘ and *How far is it from here?* ↘). Encourage them to clap their hands while chanting.

Step 3: Repeat **Step 2** with the second verse. Draw pupils' attention to the intonation of the questions (*What do you think of Ha Long?* ↘ and *How far is it from here?* ↘). Correct their intonation if necessary.

Step 4: Play the recording all the way through for pupils to chant and clap along to. Then divide the class into two groups. Have one group chant the questions and the other the answers. Praise pupils when they perform well.

Extension: Play the recording, pause after each question and have pupils give their own answers. For example: *What do you think of Da Lat? – It's peaceful and beautiful. How far is it from here? – It's not near. It's far. / What do you think of Ha Long? – It's attractive and exciting. How far is it from here? – It's not far. It's near*. Check that they give the correct answers. Correct their intonation where necessary.

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

LESSON 3 (Period 6)

Warm-up

- Greet the class. Then spend a few minutes revising the previous lesson by asking pupils to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap.
- Ask pupils to open their books at page 63 and look at Unit 19, Lesson 3, Activity 4.

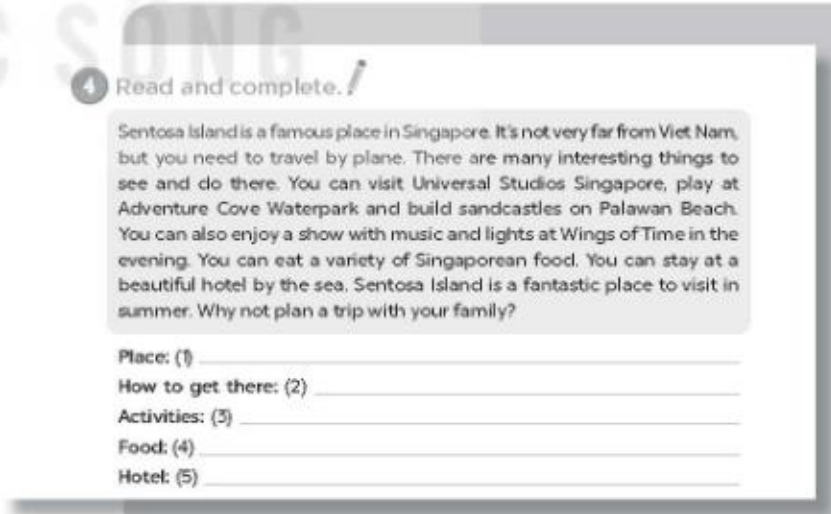
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4. Read and complete.

Goal: To read and show understanding of a text about Sentosa Island by completing the gaps.

Input:
– A short text about Sentosa Island, a famous place in Singapore

– A form containing five gaps to complete


4 Read and complete.

Sentosa Island is a famous place in Singapore. It's not very far from Viet Nam, but you need to travel by plane. There are many interesting things to see and do there. You can visit Universal Studios Singapore, play at Adventure Cove Waterpark and build sandcastles on Palawan Beach. You can also enjoy a show with music and lights at Wings of Time in the evening. You can eat a variety of Singaporean food. You can stay at a beautiful hotel by the sea. Sentosa Island is a fantastic place to visit in summer. Why not plan a trip with your family?

Place: (1) _____
How to get there: (2) _____
Activities: (3) _____
Food: (4) _____
Hotel: (5) _____

Procedure:

Step 1: Tell pupils the goal of the activity and explain that they should read the text and complete the form. Check comprehension.

Step 2: Complete the first gap with the class as an example. Have pupils look at the form and draw their attention to the first gap. Then let them read the text and find the appropriate information (*Sentosa Island, in Singapore*) to fill in the gap. Check comprehension.

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

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

Extension: Invite one or two pupils to look at the answers and tell the class about Sentosa Island. For example: *Sentosa Island is a famous place in Singapore. You can get there by plane. You can visit many places. You can eat a variety of Singaporean food. You can stay at a beautiful hotel by the sea.*

Outcome: Pupils can read and show understanding of a text about Sentosa Island by completing the gaps.

Key: 1. Sentosa Island in Singapore

2. by plane

3. visit Universal Studios Singapore, play at Adventure Cove Waterpark, build sandcastles on Palawan Beach, enjoy a show with music and lights at Wings of Time

4. eat a variety of Singaporean food

5. stay at a beautiful hotel by the sea

5. Let's write.


5 Let's write.

Write about your dream holiday. (about 40 words)

- Which place do you want to visit?
- Where is it?
- How far is it from your home town?
- How can you get there?
- What is it like?
- What can you do there?

I want to visit _____ for a holiday. It is in _____

_____

_____

_____.

Goal: To complete a short paragraph of about 40 words about a dream holiday with the help of the questions and gapped sentences.

Input: Six questions and two gapped sentences for guidance

Procedure: **Step 1:** Tell the class the goal of this activity. Explain that they should write a short paragraph of about 40 words with the help of some questions and gapped sentences. Check comprehension. Encourage pupils to complete the paragraph with their own ideas or imagination.

Step 2: Do the first gapped sentence together as an example. Have pupils read the gapped sentence. Draw their attention to the place they want to visit for their dream holiday. Then get them to answer the first question (e.g. *It's Ha Long Bay.*). Give pupils time to write the sentence in their notebooks (e.g. *I want to visit Ha Long Bay for a holiday*).

Step 3: Give pupils time to write the text independently. Go around the classroom and offer help if necessary. Tell pupils that it's not necessary for them to use all the questions.

Step 4: Get pupils to swap their books with a partner and check their writing.

Step 5: Have some pupils read their paragraph aloud. Give corrections and feedback where necessary.

Outcome: Pupils can complete a short paragraph about a dream holiday with the help of the questions and gapped sentences.

Suggested answer:

I want to visit Ha Long Bay for a holiday. It is in north Viet Nam. It is about two hundred kilometres from my village. I can get there by coach. It is very beautiful and exciting. I can take a boat tour around the islands, swim in the sea and eat seafood. I can stay in a hotel by the sea.

6. Project



Goal: To present some pictures of a famous place to the class.

Input: A picture of a boy presenting his work, with four pictures of London on the board, saying: *I want to go to London for a holiday. _____.*

Procedure: **Step 1:** Tell pupils that they need to present the pictures that they prepared at home. They will stick them on a large piece of paper, then present them to the class.

Step 2: Have pupils work in groups of three or four. They should show the group their pictures and tell the group about the place they want to visit. Go around the class and offer help where necessary or when pupils need some more vocabulary to do the project.

Step 3: Invite a few pupils to present their pictures to the class. Praise pupils when they do the task well.

Extension: Have pupils put their pictures on the wall of the classroom as a display.

Outcome: Pupils can present some pictures of a famous place to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

I want to go to London for a holiday. London is in Britain. I think London is beautiful. I can visit Big Ben and Buckingham Palace. Tower Bridge and the London Eye are very exciting. London is very far away. I can get there by plane. Thank you for listening.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

UNIT 20 – OUR SUMMER HOLIDAYS

Objectives

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

- correctly pronounce the falling intonation in *Wh*-questions such as *Where are you going to visit this summer?* and *What are you going to do this summer?;*
- use the phrases *Dam Sen Aquarium, go camping, Huong River, join a music club, Phong Nha Cave, Phu Quoc Island, practise swimming,* and *visit an eco-farm* in relation to the topic "Our summer holidays";
- use *Where are you going to visit this summer?* and *I'm going to visit* ____. to ask and answer questions about someone's summer holiday;
- use *What are you going to do this summer?* and *I'm going to* ____. to ask and answer questions about what someone is going to do this summer;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our summer holidays";
- read and write about places someone plans to visit, and activities someone plans to do in the summer;
- make a poster that shows the places they plan to visit and the activities they plan to do there, and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Spend a few minutes revising Unit 19 by asking the class to do the project from Lesson 3 or talk about some interesting places that they have visited.
- Ask pupils to open their books at page 64 and look at Unit 20, Lesson 1, Activity 1.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's summer holiday.

Input: – Context **a**: Ben and Linh in their classroom, Ben holding a calendar that shows May



Ben: *Summer's almost here!*

Linh: *Yes! Our summer holidays start next week.*

– Context **b**: Ben and Linh talking about the place they are going to visit, Linh thinking about My Khe Beach.

Ben: *Where are you going to visit this summer?*

Linh: *I'm going to visit My Khe Beach in Da Nang City.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters, the place in the thought bubble and any other details they can.

Step 2: Ask pupils to look at Picture **a** again. Play the first part of 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. Check their pronunciation, and give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the question *Where are you going to visit this summer?* and the answer *I'm going to visit My Khe Beach in Da Nang City*. Explain that they are about a place someone plans to visit.

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

Notes: My Khe (Mỹ Khê)

2. Listen, point and say.



Goal: To correctly say the words and use *Where are you going to visit this summer? – I'm going to visit* ____. to ask and answer questions about someone's summer holiday.

Input: – Picture and word cues:

a. Huong River in Hue City, and the words *Huong River*

b. Phong Nha Cave in Quang Tri Province, and the words *Phong Nha Cave*

c. Phu Quoc Island in An Giang Province, and the words *Phu Quoc Island*

d. Dam Sen Aquarium in Ho Chi Minh City, and the words *Dam Sen Aquarium*

– Speech bubbles:

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

Audio script:

a. Huong River **b.** Phong Nha Cave **c.** Phu Quoc Island **d.** Dam Sen Aquarium

a. *A*: Where are you going to visit this summer?

B: I'm going to visit Huong River.

b. *A*: Where are you going to visit this summer?

B: I'm going to visit Phong Nha Cave.

c. *A*: Where are you going to visit this summer?

B: I'm going to visit Phu Quoc Island.

d. *A*: Where are you going to visit this summer?

B: I'm going to visit Dam Sen Aquarium.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase *Huong River*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the phrases a few times.

Step 2: Point at the question pattern *Where are you going to visit this summer?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I'm going to visit* ____.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *Where are you going to visit this summer? – I'm going to visit Huong River.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils in pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly use the given phrases and sentence patterns *Where are you going to visit this summer?* and *I'm going to visit* ____. to ask and answer questions about someone's summer holiday.

3. Let's talk.

Goal: To use *Where are you going to visit this summer? – I'm going to visit* ____. in a freer context.

Input: – Picture cues: different places to visit (the mountains, a cave, a waterfall, the aquarium)

– Speech bubbles: *Where are you going to visit this summer? –* ____.



Procedure: **Step 1:** Direct pupils' attention to the pictures of different places. Ask them to say what places they can see.

Step 2: Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess the answer.

Step 3: Have some pairs role-play by asking and answering questions about the places in the pictures. Go around the classroom to observe and provide help. Encourage them to talk about places that they know and plan to visit.

Step 4: Invite some pairs to role-play by asking and answering questions about places they want to visit in front of the class. Give corrections and feedback where necessary.

Extension: Encourage pupils to brainstorm some other places that they know, then talk with each other using the sentence patterns.

Outcome: Pupils can use *Where are you going to visit this summer? – I'm going to visit* _____. in a freer context.

Suggested answers:

Where are you going to visit this summer? – I'm going to visit the mountains / a cave / a waterfall / an aquarium.

Preparation for the project: Ask pupils to prepare for the project on page 69 by making a poster of the place or places they plan to visit in their summer holidays, and the activities they plan to do. Tell them that the plans do not have to be real – they can make up anything they want to talk about. Encourage them to add some details about the places, such as local foods, interesting features and local people. Ask pupils to make the posters at home while studying Unit 20. Tell them they will present their posters to the class at project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and spend a few minutes revising the phrases for places to visit and the sentence patterns *Where are you going to visit this summer? – I'm going to visit* _____. to ask and answer questions about places someone plans to visit.
- Dictate some phrases for places and ask pupils to write them down. Then let them work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 65 and look at Unit 20, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four dialoques in which characters ask and answer questions about places someone plans to visit, and number the pictures.

Input: Picture cues:

a. Dam Sen Aquarium **b.** Phong Nha Cave **c.** Huong River **d.** Phu Quoc Island

Audio script:

1. *A*: Where are you going to visit this summer?

B: I'm going to visit Phu Quoc Island.

2. *A*: Where are you going to visit on holiday this summer?

B: I'm going to visit Phong Nha Cave in Quang Tri Province.

3. *A*: Are you going to visit the beach this summer?

B: No, I am not. I'm going to visit Huong River with my parents.

4. *A*: Where are you going to visit on your summer holidays?

B: I'm going to visit Dam Sen Aquarium in Ho Chi Minh City.

Procedure:

Step 1: Ask pupils *How many pictures are there?* and *What place can you see in each picture?* Give prompts and clues to help identify the places: the aquarium, the cave, Huong River and the beach. Tell them to write numbers 1–4 in the boxes of the pictures in the order that they hear them.

Step 2: Play the recording of the first dialogue. Ask pupils to find the correct picture and write number *1* in the box. Check their answers and give feedback.

Step 3: Play the other recordings. Ask pupils to work individually, then swap books and check each other's answers. Go around the class and give support if necessary.

Step 4: Check the answers as a class. Correct the answers, if necessary.

Outcome: Pupils can understand four dialogues about places someone plans to visit and number the pictures.

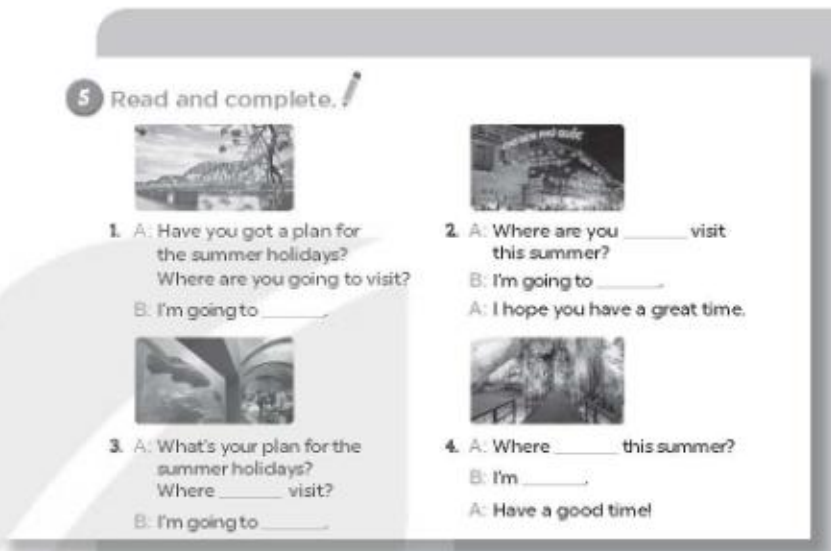
Key: 1. d **2.** b **3.** c **4.** a

5. Read and complete.

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

Input: – Four picture cues

– Four gapped exchanges to complete



Procedure:

Step 1: Ask pupils to look at the pictures and identify the places. Give prompts and clues to help identify the places: Huong River, Phu Quoc Island, Dam Sen Aquarium, Phong Nha Cave.

Step 2: Have pupils read the sentences in Exchange **1**. Ask them what is missing from the sentence. Ask them to complete the sentence by finding the information in the picture. Give the correct answer.

Step 3: Ask pupils to do the other exchanges in the same way independently, then check them in pairs. Go around and give support. Ask a few pairs to read the exchanges aloud. Give feedback and corrections if necessary.

Outcome: Pupils can complete the target sentence patterns about places someone plans to visit.

Key: 1. visit Huong River

2. going to; visit Phu Quoc Island

3. are you going to; visit Dam Sen Aquarium

4. are you going to visit; going to visit Phong Nha Cave

6. Listen, complete and sing.

Goal: To listen to the song *Where are you going to visit this summer?*, complete the lyrics, then sing it with the correct pronunciation, rhythm and melody.

Input: The gapped lyrics and recording of the song *Where are you going to visit this summer?*



Procedure:

Step 1: Tell pupils that they will listen to the song and fill in the gaps in the lyrics, then sing it with the correct pronunciation, rhythm and melody.

Step 2: Have pupils read the lyrics and guess the words to fill in the gaps with the help of the pictures.

Step 3: Have them listen to the song and fill in the gaps. Play each of the lines with a gapped sentence twice, or more if necessary.

Step 4: Play the recording again, line by line, and let them listen and practise singing the song, until they feel confident. Then have pupils listen to and sing the whole song while 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 to reinforce the activity.

Extension: Have pupils replace some words for places and create a new version of the song, then try to sing it.

Outcome: Pupils can complete the lyrics and sing the song *Where are you going to visit this summer?* with the correct pronunciation, rhythm and melody.

Key: **1.** cave **2.** aquarium **3.** fish

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Spend a few minutes revising Lesson 1 by singing the song *Where are you going to visit this summer?*
- Ask pupils to open their books at page 66 and look at Unit 20, Lesson 2, Activity 1.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone is going to do this summer.



Input: – Context **a**: Lucy and Minh talking at the school, Minh thinking about last summer when he was on an eco-farm with his grandparents

Lucy: *What did you do last summer?*

Minh: *I grew vegetables on a farm with my grandparents.*

– Context **b**: Lucy asking Minh about what he is going to do this summer, Minh thinking about playing the guitar (joining a music club)

Lucy: *What about this year? What are you going to do this summer?*

Minh: *I'm going to join a music club.*

Lucy: *That sounds fantastic!*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Have them say what they can see in the thought bubbles.

Step 2: Ask pupils to look at Picture **a**. Play the first part of 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 and repeat the sentences in the recording. Give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the question *What are you going to do this summer?* and the answer *I'm going to join a music club.* Tell pupils that they are about activities someone will do in the summer.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone is going to do this summer.

2. Listen, point and say.



Goal: To correctly say the words and use *What are you going to do this summer? – I'm going to* ____. to ask and answer questions about what someone is going to do this summer.

Input: – Picture and word cues:

a. Nam playing the guitar at a music club, and the words *join a music club*

b. Minh going camping with his parents, and the words *go camping*

c. Linh visiting an eco-farm, and the words *visit an eco-farm*

d. Lucy practising swimming, and the words *practise swimming*

– Speech bubbles: *What are you going to do this summer? – I'm going to* ____.

Audio script:

a. join a music club **b.** go camping **c.** visit an eco-farm **d.** practise swimming

a. *A*: What are you going to do this summer?

B: I'm going to join a music club.

b. *A*: What are you going to do this summer?

B: I'm going to go camping.

c. *A*: What are you going to do this summer?

B: I'm going to visit an eco-farm.

d. *A*: What are you going to do this summer?

B: I'm going to practise swimming.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *join a music club* several times. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the phrases (but don't play the recordings yet).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Step 2: Point at the question *What are you going to do this summer?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *I'm going to* ____.

Step 3: Point at Picture **a** and have pupils listen and repeat after the recording *What are you going to do this summer? – I'm going to join a music club.* Repeat the same procedure with the dialogues for Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the questions and the answers for Pictures **a–d** until they feel confident.

Step 5: Have pairs of pupils practise asking and answering questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation, and give feedback where necessary.

Outcome: Pupils can correctly say the words and use *What are you going to do this summer? – I'm going to* ____. to ask and answer questions about what someone is going to do this summer.

3. Let's talk.



Goal: To use *Where are you going to visit this summer? – I'm going to visit* ____. and *What are you going to do this summer? – I'm going to* ____. in a freer context.

Input: – Picture cues: a music club; two people doing judo; a person swimming; an eco-farm; a family camping together

– Speech bubbles:

Where are you going to visit this summer? – ____.

What are you going to do this summer? – ____.

Procedure: **Step 1:** Draw pupils' attention to the pictures and identify the activities. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second speech bubble and identify what the answer should be.

Step 2: Have pairs of pupils practise asking and answering questions about the activities someone will do in the summer. Go around the class and provide support when necessary.

Step 3: Invite a few pairs to practise asking and answering questions about activities they will do in the summer. Encourage pupils to talk about different activities that they may know. Give corrections and feedback where necessary.

Extension: Encourage pupils to brainstorm some other places that they know, and the activities they are going to do there, then talk with each other using the sentence patterns.

Outcome: Pupils can use *Where are you going to visit this summer? – I'm going to visit* ____. and *What are you going to do this summer? – I'm going to* ____. in a freer context.

Suggested answers:

Where are you going to visit this summer? – I'm going to visit an eco-farm / Cuc Phuong National Park.

What are you going to do this summer? – I'm going to join a music club / join a judo club / practise swimming / visit at an eco-farm / go camping.

LESSON 2 (Period 4)

Warm-up

- Greet the class and spend a few minutes revising the sentence patterns from Lesson 1 and Lesson 2 to ask and answer questions about places someone plans to visit and activities they plan to do in the summer.
- Ask pupils to open their books at page 67 and look at Unit 20, Lesson 2, Activity 4.

4. Listen and circle.



Goal: To listen to and understand two communicative contexts about places someone plans to visit and activities to do in the summer, and circle the correct pictures.

Input: – Questions:

1. Where is Nam going to visit this summer?

2. What is Bill going to do this summer?

– Picture cues:

1a. Nam playing with a kite on a beach

1b. Nam growing vegetables on an eco-farm

1c. Nam visiting Phong Nha Cave

2a. Bill fishing with his father

2b. Bill playing the guitar at a guitar club

2c. Bill doing judo at a judo club

Audio script:

1. *A*: Our summer holidays start next week.

B: Where are you going to visit, Lucy?

A: I'm going to visit the beach. What about you, Nam?

B: I'm going to visit an eco-farm.

2. *A*: What are you going to do this summer, Linh?

B: I'm going to join a guitar club. And what are you going to do, Bill?

A: I'm going to join a judo club.

B: That sounds great!

Procedure: **Step 1:** Have pupils look at the pictures. Ask *What place can you see in each picture? What activity can you see in each picture?*

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Step 2: Tell pupils to read Question **1** and look at the three pictures under it. Explain that they will hear a conversation between Nam and Lucy about the place one of them plans to visit in the summer. Ask pupils to circle the correct picture to answer the question. Play the recording of the first conversation twice.

Step 3: Do the same with the second conversation between Linh and Bill about the activities they plan to do in the summer.

Step 4: Ask pupils to work in pairs to check answers before checking as a class. Correct their answers and give feedback.

Outcome: Pupils can understand two communicative contexts about places someone plans to visit and activities to do in the summer, to answer the questions, and circle the correct pictures according to what they hear.

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

5. Read and complete.

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



Input: – Two picture cues: Linh playing the piano at a music club and Lucy planting vegetables at an eco-farm

– Two gapped exchanges to be completed

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the places and activities.

Step 2: Have pupils read Exchange **1**. Ask them what information is needed to fill the gaps. Have them complete the exchanges by finding the required information from the context and the picture. Repeat the same procedure with Exchange **2**.

Step 3: Get pupils to complete the exchanges independently, then ask a few pairs to read them aloud. Check their answers, giving corrections and feedback where necessary.

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

Key: 1. a music club; piano **2.** Where; eco-farm; going to do (there)

6. Let's play.

Goal: To revise the target vocabulary items and structures related to the topic "Our summer holidays" by playing the game *Who has more correct answers?*



Input: – A picture of a teacher pointing to two questions on the board, and pupils working together to make a list of places to visit and activities to do in the summer holidays.

– Questions on the board: *Where are you going to visit this summer? What are you going to do?*

– Speech bubble: *I'm going to _____.*

Procedure: **Step 1:** Tell pupils that they are going to play the game *Who has more correct answers?* Pupils play the game in groups of five. Each group makes a list of as many answers as they can to the questions *Where are you going to visit this summer?* and *What are you going to do?* within three minutes. Use the illustration as an example to demonstrate how to play the game.

Step 2: When the time is up, invite each group to read their answers. Count each group's correct answers.

Step 3: Reward the group with the most correct answers.

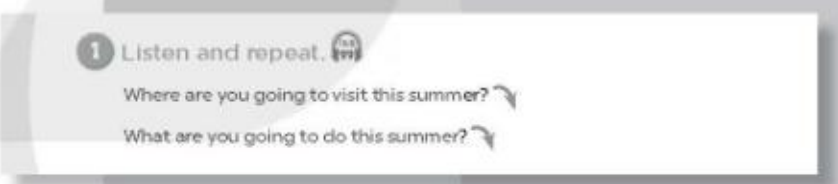
Outcome: Pupils can revise the target vocabulary items and structures related to the topic "Our summer holidays" by playing the game *Who has more correct answers?*

LESSON 3 (Period 5)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by playing the game *Who has more correct answers?* on page 67.
- Ask pupils to open their books at page 68 and look at Unit 20, Lesson 3, Activity 1.

1. Listen and repeat.



Goal: To correctly repeat two *Wh*-questions with falling intonation.

Input: Two *Wh*-questions: *Where are you going to visit this summer?* and *What are you going to do this summer?*

Procedure: **Step 1:** Ask pupils to pay attention to the arrow indicating falling intonation at the end of the *Wh*-question *Where are you going to visit this summer?* Have them listen to the recording and repeat the sentence until they feel confident. Correct their pronunciation if necessary.

Step 2: Repeat the procedure with the second question.

Step 3: Give pupils a time limit to practise saying the questions in pairs or groups. Go around the class and give corrections when necessary. Invite some pupils to say the questions in front of the class. Give feedback when necessary.

Outcome: Pupils can correctly repeat two *Wh*-questions with falling intonation.

2. Listen and repeat. Pay attention to the intonation.

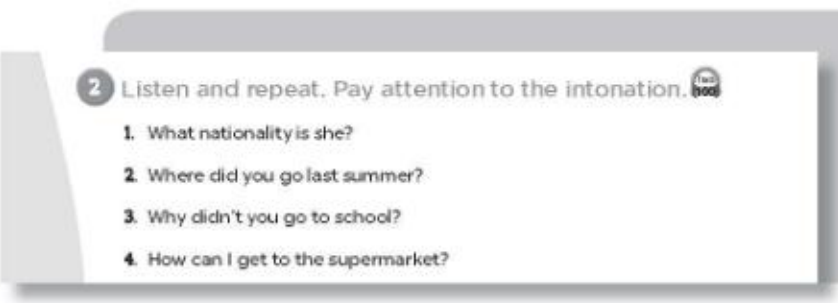
Goal: To listen and say four *Wh*-questions with falling intonation.

Input: Four *Wh*-questions

Audio script:

1. What nationality is she? ↘

2. Where did you go last summer? ↘



3. Why didn't you go to school? ↘

4. How can I get to the supermarket? ↘

Procedure: **Step 1:** Have pupils read Question **1**. Explain that they will hear the question, then they should repeat it using falling intonation.

Step 2: Do the same with Questions **2–4**.

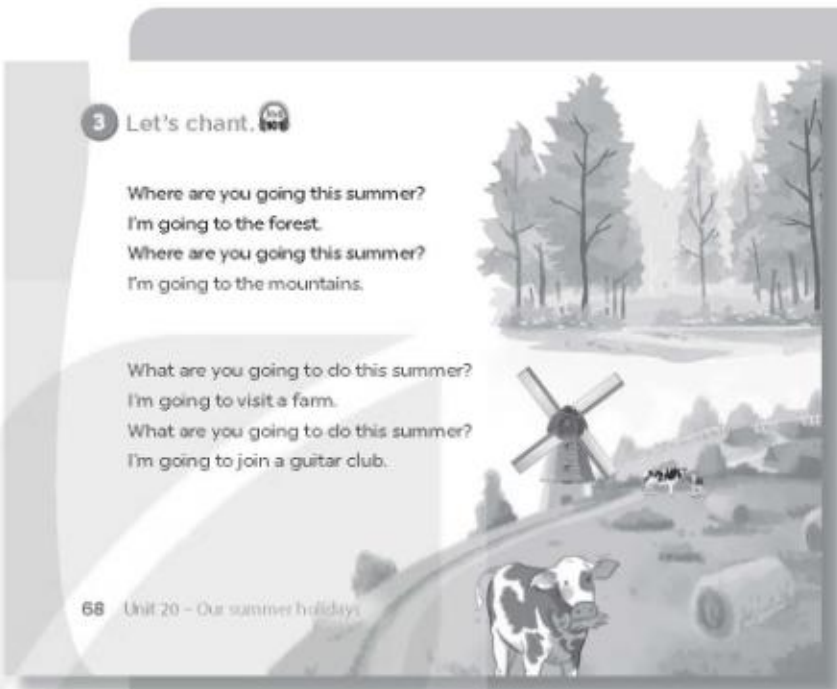
Step 3: Invite a few pupils to say the questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can say four *Wh*-questions with falling intonation.

3. Let's chant.

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

Input: The lyrics and recording of the chant



Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the falling intonation in the *Wh*-questions.

Step 2: Play the recording and ask pupils to listen and repeat the first verse, line by line. Show them how to use their fingers to draw a falling line in the air to represent the falling intonation while they chant.

Step 3: Play the recording of the whole verse again for pupils to repeat, in chorus and individually, until they are confident. Give corrections and feedback where necessary.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils' attention to the falling intonation in the *Wh*-questions.

Extension: Replace some places and the activities in the chant. Have pupils practise the new chant.

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

LESSON 3 (Period 6)

Warm-up

- Greet the class and spend a few minutes revising the previous lesson by asking pupils to say the chant in Lesson 3, Activity 3.
- Ask pupils to open their books at page 69 and look at Unit 20, Lesson 3, Activity 4.

4. Read and tick True or False.



Goal: To read and understand a paragraph about Linh's plans for her summer holidays by deciding if the four questions are true or false.

Input: – A paragraph about Linh's plans for her summer holiday

– Four sentences about the paragraph and a True / False table

Procedure: **Step 1:** Set a time limit and ask pupils to read through the paragraph to get a general idea of what it is about.

Step 2: Ask pupils to read Question **1**. Encourage them to underline the keywords that can help them decide if it is true or false. Tell them to read the paragraph again to answer the question. Let pupils do the rest of the activity independently, then swap their books with a partner and check the answers. Go around the class and offer help if necessary.

Step 3: Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can read and understand a paragraph about Linh's plans for her summer holidays by deciding if the four questions are true or false.

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

5. Let's write.



Goal: To complete a paragraph about plans for the summer holidays using the clues from a picture and a gapped paragraph.

Input: – A picture of pupils riding bicycles, planting trees and watering vegetables at an eco-farm

– A gapped paragraph to complete

Procedure: **Step 1:** Ask pupils to talk about the activities they can see in the picture. Tell pupils that they should write about 40 words.

Step 2: Give pupils enough time to complete the paragraph. Let pupils work in pairs or groups for cross-checks. Go around the class and give support when necessary.

Step 3: Have some pupils read their paragraphs aloud. Give corrections and feedback where necessary.

Outcome: Pupils can complete a paragraph about plans for the summer holidays, including places to visit and activities to do.

Suggested answer:

Summer is coming. We are going to visit an eco-farm. We are going to ride bicycles, water the vegetables and plant trees. We are going to eat local food. We are going to enjoy our summer holidays and have fun!

6. Project

Goal: To present their summer holiday posters to the class.



Input: – A picture of a pupil presenting her posters with pictures

– Speech bubbles:

I'm going to visit Phu Quoc for my holiday.

I'm going to ____.

Procedure: **Step 1:** Point at the sample poster and explain that pupils are going to present their poster of the place or places they plan to visit and the activities they plan to do in the summer holidays.

Step 2: Revise some words and sentence patterns that pupils may use for their presentations. Give pupils some time to practise their presentations by themselves and within groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can present their summer holiday posters to the class.

Use the suggested checklist for assessment on page 5.

Suggested presentation:

This is my summer holiday poster. I'm going to visit Phu Quoc for my holiday. It's a beautiful island in the south of Viet Nam. I like the food there so much. I'm going to get there by boat. I'm going to visit the zoo and swim in the sea with my family.

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REVIEW 4

Objectives

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

- correctly use the following sentence patterns:
  - *How's the weather in Ha Noi in ____? – It's ____.*
  - *What do you usually wear in ____? – I wear ____.*
  - *Who are the main characters in the story? – They're ____.*
  - *How did ____? – He / She / ____.*
  - *Where do you want to visit? – I want to visit ____.*
  - *How can I get to ____? – You can get there ____.*
  - *What do you think of ____? – I think it's / they're ____.*
  - *How far is it from ____ to ____? – It's about ____ kilometres.*
  - *Where are you going to visit this summer? – I'm going to visit ____.*
  - *What are you going to do this summer? – I'm going to ____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class and spend a few minutes revising Unit 20 by having pupils sing the song *Where are you going to visit this summer?* on page 65 or say the chant on page 68.
- Ask pupils to open their books at page 70 and look at Review 4.

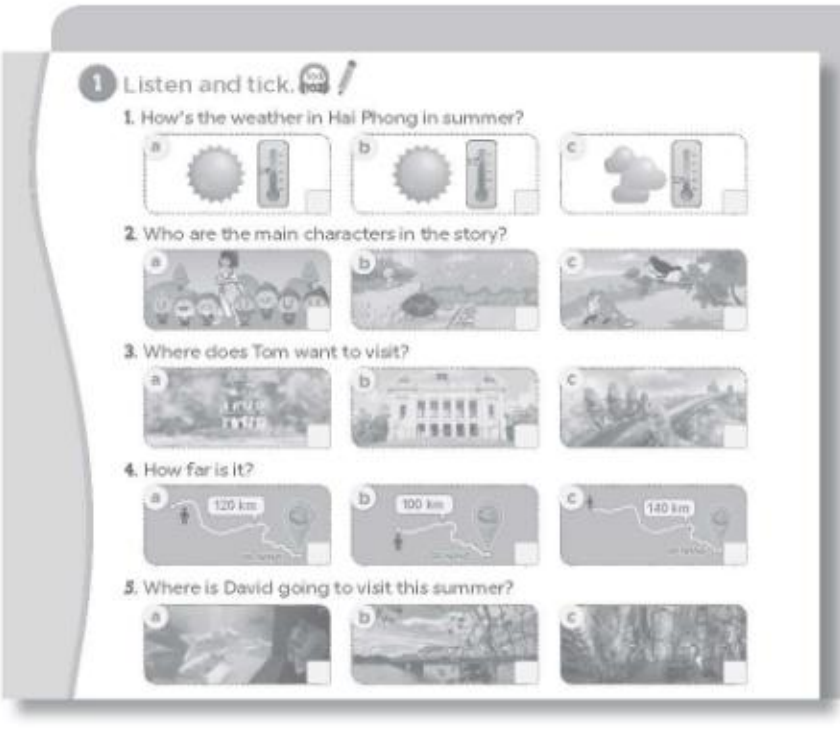
1. Listen and tick.

Goal: To listen to and understand five communicative contexts in which characters talk about familiar topics such as the seasons and the weather, stories for children, means of transport, places of interest and summer holidays.

Input: Picture cues:

1a. icon for sunny, 24°C

1b. icon for sunny, 32°C



1c. icon for cloudy, 12°C

2a. Snow White and the seven dwarfs

2b. the tortoise and the hare

2c. the fox and the crow

3a. Hoan Kiem Lake

3b. Ha Noi Opera House

3c. Golden Bridge in Da Nang

4a. a map showing the distance from a place to Da Nang: 120 km

4b. a map showing the distance from a place to Da Nang: 100 km

4c. a map showing the distance from a place to Da Nang: 140 km

5a. Dam Sen Aquarium in Ho Chi Minh City

5b. Huong River in Hue

5c. Phong Nha Cave in Quang Tri

Audio script:

1. *A*: What season is it in Hai Phong now?

B: It's summer.

A: How's the weather in Hai Phong in summer?

B: It's sunny and hot.

2. *A*: What are you reading?

B: I'm reading a story about animals.

A: Who are the main characters in the story?

B: They're the fox and the crow.

3. *A*: It's sunny today. Let's visit a place in Ha Noi.

B: Where do you want to visit, Tom?

A: I want to visit Hoan Kiem Lake.

B: Good idea! Let's go.

4. *A*: Where do you want to visit this summer?

B: I want to visit Da Nang.

A: How far is it from here to Da Nang?

B: Let me see. We're here in Hue. It's about 100 kilometres.

A: Have a good time there!

5. *A*: Summer is coming soon!

B: Where are you going to visit this summer, David?

A: I'm going to visit Phong Nha Cave in Quang Tri.

B: That's great!

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Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the weather in each picture. Then play the recording for Question **1** for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions.

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

Step 3: Play the recording again for pupils to double-check their answers.

Extension: Read conversation **1** aloud but change some of the details. For example:

A: What season is it in Hai Phong now?

B: It's **autumn.**

A: How's the weather in Hai Phong in **autumn**?

B: It's **cool and windy**.

Have pupils raise their hands when the information is different. Invite a pupil to correct the information.

Outcome: Pupils can understand five communicative contexts and tick the correct pictures according to what they hear.

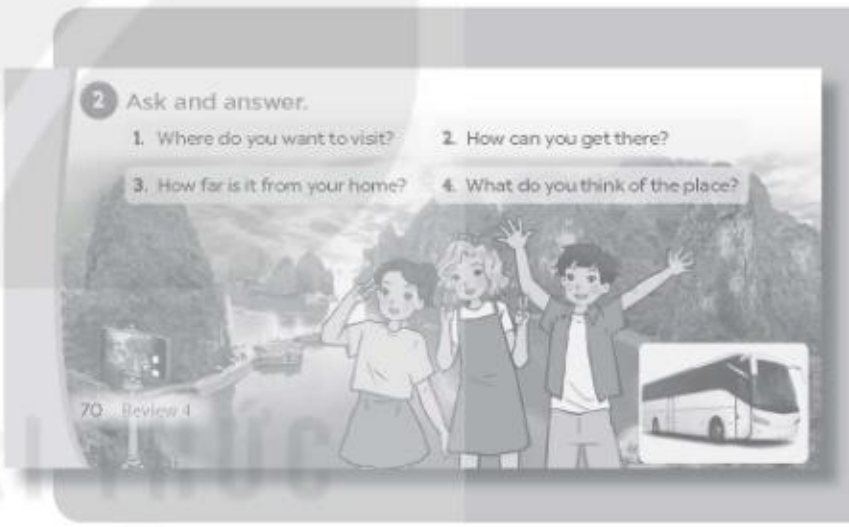
Key: 1. b **2.** c **3.** a **4.** b **5.** c

2. Ask and answer.

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

Input: – A picture of characters taking photos at Ha Long Bay, and a bus

– Four questions



Procedure: **Step 1:** Draw pupils' attention to Question **1**. Get the class to read it in chorus. Elicit the answer based on what pupils can see in the picture (*I want to visit Ha Long Bay.*) and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.

Step 2: Give pupils time to take turns role-playing the four exchanges. Tell them that they can feel free to adapt the information and make personal exchanges about themselves if they prefer, rather than using the pictures as prompts. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs of pupils to stand up in front of the class and take it in turns to role-play the target exchanges.

Outcome: Pupils can ask and answer questions using picture cues or personal information.

Suggested answers:

1. I want to visit Ha Long Bay.

2. I can get there by bus.

3. It's about 80 km from my home.

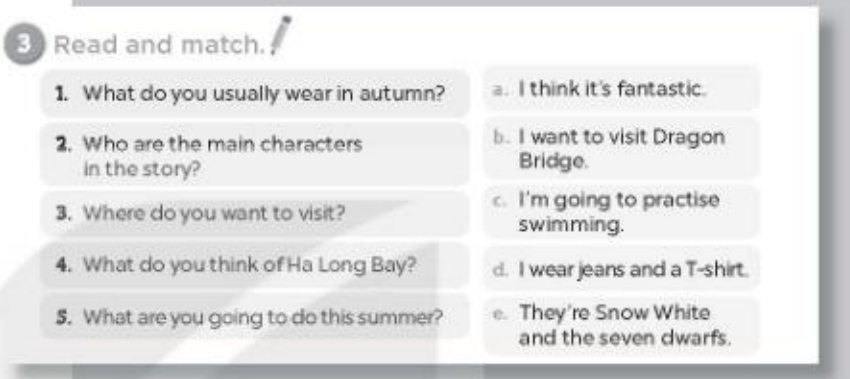
4. I think it's fantastic.

Period 2

Warm-up

- Greet the class. Ask pupils to choose a game from Units 16 to 20 to play.
- Get pupils to open their books at page 71 and look at Review 4, Activity 3. Tell pupils what they will learn in this lesson.

3. Read and match.


3 Read and match.

1. What do you usually wear in autumn?	a. I think it's fantastic.
2. Who are the main characters in the story?	b. I want to visit Dragon Bridge.
3. Where do you want to visit?	c. I'm going to practise swimming.
4. What do you think of Ha Long Bay?	d. I wear jeans and a T-shirt.
5. What are you going to do this summer?	e. They're Snow White and the seven dwarfs.

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

Input: Five pairs of sentence patterns, which together form simple exchanges

Procedure: **Step 1:** Draw pupils' attention to the questions and answers. Tell them how to do the activity. Point at Question **1** and elicit the answer and give feedback. Draw a line to match Question **1** with Answer **d**.

Step 2: Give pupils time to do the rest of the task independently. Go around the classroom to offer support.

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

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

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

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

4. Read and circle.


4 Read and circle.

This summer, Tom is going to visit Phu Quoc for a holiday. It is about three hundred and ninety kilometres from Ho Chi Minh City. He is going to get to the island by car and ferry. He is going to stay in a big hotel in the centre of Phu Quoc. He is going to visit Vinpearl Safari Park. It is an interesting zoo, and he is going to take lots of photos there. He is going to take a cable car to Hon Thom Island. He is going to go shopping at the night market and buy some souvenirs. Tom thinks Phu Quoc is a fantastic place for a summer holiday.

1. How far is it from Ho Chi Minh City to Phu Quoc?
   a. About 90 km. b. About 300 km. c. About 390 km.
2. Where is Tom going to stay?
   a. In Vinpearl Safari Park. b. On Hon Thom Island. c. In a big hotel.
3. How can he get to Hon Thom Island?
   a. By plane. b. By car. c. By cable car.
4. Where is he going to buy some souvenirs?
   a. At the night market. b. In Vinpearl Safari Park. c. On Hon Thom Island.
5. What does he think of Phu Quoc?
   a. Peaceful. b. Fantastic. c. Exciting.

Goal: To read and show understanding of a text about Tom's trip to Phu Quoc by circling the correct answers.

Input: – A short reading passage

– Five questions, each with three answer options

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to read the text and answer five questions by circling the correct options. Draw pupils' attention to the answer options a, b and c for Question **1**. Get them to read and find relevant information in the text (*about three hundred and ninety kilometres*).

Step 2: Set a time limit for pupils to do the rest of the task independently. Go around the classroom and offer help if necessary.

Step 3: Get pupils to compare their answers with a partner, then check answers together as a class.

Outcome: Pupils can read and show understanding of a text about Tom's trip to Phu Quoc by circling the correct answers.

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

Notes: Hon Thom (Hòn Thơm)

5. Let's write.


5 Let's write.

Write about your holiday. (about 40 words)

- Where are you going to visit on your holiday?
- How far away is it?
- How can you get there?
- What are you going to do there?
- What do you think of the place?

I am going to visit _____

_____

_____

_____.

Review 4 71

Goal: To write a short paragraph of about 40 words about a planned holiday, using given questions.

Input: – Questions about an upcoming holiday

– A short incomplete passage about holiday

Procedure: **Step 1:** Ask pupils to read the guide questions. Tell pupils that they should write a short paragraph about 40 words. Check comprehension. Tell them that they can make up ideas about a holiday if they want to. Their plans do not have to be real.

Step 2: Have pupils do the first question together as an example. Ask them to read the question and elicit where they are going to visit. Then have them complete the first sentence, e.g. *I am going to visit Ba Na Hills in Da Nang this summer.*

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

Step 4: Get pupils to swap their paragraphs with a partner, then invite a few pupils to read them in front of the class.

Outcome: Pupil can write a short paragraph of about 40 words about a holiday, using given questions.

Suggested answer: I'm going to visit Ba Na Hills. It's about eight hundred kilometres from my home. I can get there by train. I'm going to visit the buildings and take lots of photos. I think Ba Na Hills is beautiful.

EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class and spend a few minutes revising Unit 17 by having pupils sing the song *The tortoise and the hare* on page 49 or say the chant on page 50.
- Get pupils to open their books at page 72 and look at Extension activities, Activity 1.

1. Do the quiz.

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

Input: The covers of four storybooks (two Vietnamese and two English stories), each with two answer options

Procedure: **Step 1:** Tell pupils the goal of the quiz. Explain that they have to read the title and look at the cover of each story and guess what type of story it is.

Step 2: Draw pupils' attention to the two answer options (*a* and *b*). Get them to look at the characters, read the titles of the stories and choose the correct answers. For example, the first story is about the adventures of a cricket, so the answer is *b*.

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



Step 4: Get pupils to compare their answers with a partner, then check answers together as a class.

Outcome: Pupils can revise the target vocabulary by doing the quiz *What type of story is it?*

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

2. Read and complete.

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

Input: – A word box containing the words *adventure, history, mystery* and *spooky*

– Picture **1**. Lucy holding an adventure book and saying: *I like ____ stories because they're exciting!*

– Picture **2**. Minh holding a spooky book and saying: *I like ____ stories because they're scary!*

– Picture **3**. Mai holding a history book and saying: *I like ____ stories because they're interesting!*



– Picture **4**. Nam holding a mystery book and saying: *I like ____ stories because they're fun!*

Procedure: **Step 1:** Tell pupils the goal of the activity: They need to complete the speech bubbles using the words in the word box. Write the words in the word box on the board. Have pupils say the words aloud and correct their pronunciation if necessary. Check their comprehension of the words by eliciting some examples of stories that fit each story type.

Step 2: Draw pupils' attention to Picture **1**. Ask questions to elicit the character's name and the title of the book. Have them describe the picture on the book's cover by asking *What can you see here?* Have a pupil read the words in the speech bubble aloud. Ask what is missing from the sentence.

Step 3: Have pupils do the task independently, then check their answers as a class.

Extension: Put pupils into groups and have them say which type of story they like and why.

Outcome: Pupils can review target vocabulary about types of books by completing sentences using words from a box.

Key: 1. adventure **2.** spooky **3.** history **4.** mystery

3. Write and say.



Goal: To complete a short paragraph about story preferences and favourite stories and read it out.

Input: A short gapped passage to complete

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to complete a short paragraph about stories with their own information.

Step 2: Have pupils read the first sentence aloud, i.e. *I like* _____ *stories because they are* _____. Point at each gap and ask *What is missing?* (*a type of story; why I like it*). Review the types of story they have learnt: *adventure, history, mystery* and *spooky*. Have pupils complete the gaps independently, then check their answers as a class.

Step 3: Repeat **Step 2** with the second sentence. Have a few pupils read their completed paragraphs to the class.

Extension: Have pupils present their favourite books to the class. They should say what types of story they are, who the main characters are and what happens.

Outcome: Pupils can complete a short paragraph about their story preferences and read it out.

Suggested answer:

I like adventure stories because they are exciting. My favourite adventure story is *Treasure Island*.

TIẾNG ANH 5, SÁCH BÀI TẬP
AUDIO SCRIPT

Unit 1, Page 4

Track 1

1. **Listen and circle. Then say the sentences aloud.**

1. My favourite animal is a dolphin.
2. I want to visit my grandparents in the village.

Unit 1, Page 5

Track 2

Listen and circle.

1. *A:* Can you tell me about yourself?
   B: Well, I'm Kate. I'm from Britain. I live in the countryside.
2. *A:* Hi. I'm Mai. I'm in Class 5C. Nice to meet you.
   B: Hello. I'm Long. I'm in Class 5A. Nice to meet you too.
3. *A:* I like hippos. Do you like hippos too, Tom?
   B: Yes, I do. Hippos are my favourite animals.
4. *A:* Do you play sports, Lisa?
   B: Yes, I do. I go to the sports centre every Sunday.
   A: What's your favourite sport?
   B: I like table tennis.

Unit 2, Page 8

Track 3

1. **Listen and circle. Then say the sentences aloud.**

1. My address is sixteen Oxford Street.
2. He lives at fifteen Green Street.

Unit 2, Page 9

Track 4

Listen and tick.

1. *A:* Hi, Linh. Nice to see you again.
   B: Nice to see you, too. Do you live in this house?
   A: No, I don't. I'm here to visit my grandparents. I live in the countryside.
2. *A:* Do you live in this flat?
   B: No. My flat is in Riverside Tower, not River Building.
3. *A:* Do you live near here?
   B: Yes, I do.
   A: What's your address?
   B: It's 113 King Street.
4. *A:* Do you live in a flat?
   B: Yes, I do.
   A: What's your address?
   B: It's Flat 15, Riverside Building, 5 Oxford Street.

Unit 3, Page 12

Track 5

1. **Listen and circle. Then say the sentences aloud.**

1. He's clever.
2. Their new English teachers are helpful.

Unit 3, Page 13

Track 6

Listen and tick or cross.

1. *A:* I have a new penfriend, and she's very friendly.
   B: Great! What nationality is she?
   A: She's British. She lives in London.
2. *A:* Is your teacher from Thailand?
   B: No, she isn't.
   A: What nationality is she?
   B: She's Malaysian.
3. *A:* Hi, Ken. Do you know there's a new pupil in our English class?
   B: Really? What's he like?
   A: Well, he's really friendly and active. He likes playing basketball.
   B: That's awesome. We can play basketball together.
4. *A:* What's your new friend like?
   B: He's great. He's very clever and he's very good at maths.
   A: That's cool. Is he helpful too?
   B: Yes, he is.

Unit 4, Page 16

Track 7

1. **Listen and circle. Then say the sentences aloud.**

1. She often plays the piano in her free time.
2. I sometimes go roller skating on Sundays.

Unit 4, Page 17

Track 8

Listen and number.

1. *A:* What do you like doing in your free time?
   B: I like reading stories. What about you?
   A: I like reading stories, too.

2. *A:* Do you like playing the guitar?

   B: No, I don't.

   A: What do you do at the weekend?

   B: I always play the violin.

3. *A:* I like going for a walk on Sundays. What do you do at the weekend?

   B: I usually go roller skating in the park.

   A: I never go skating because I can't skate.

4. *A:* I love swimming. Do you like it?

   B: Yes, I do. It's my favourite sport.

   A: What do you do in summer?

   B: I often swim in the sea.

Unit 5, Page 20

Track 9

1. Listen and circle. Then say the sentences aloud.

1. I'd like to be a dentist in the future.
2. Why would you like to be a writer?

Unit 5, Page 21

Track 10

Listen and tick True or False.

Dialogue 1:

A: Hey, Nam. What would you like to be in the future?

B: I'd like to be a reporter.

A: Why?

B: Because I'd like to travel and meet people.

A: And you can report the news, too.

Dialogue 2:

A: Linh, look at the firefighter over there. He's so strong.

B: Yes, he is. I'd like to be a firefighter, too.

A: Really? Why would you like to be a firefighter?

B: Because I'd like to save people.

Self-check 1, Page 24

Track 11

Listen and tick.

1. *A:* What's your address, Mike?

   B: It's 55 Green Street.

2. *A:* Do you like cakes, Minh?

   B: No, I don't.

   A: What's your favourite food?

   B: It's a sandwich.

3. *A:* What would you like to be in the future, Andy?

   B: I'd like to be a firefighter.

4. *A:* What are you writing, Mai?

   B: I'm writing a letter to my new penfriend.

   A: What nationality is she?

   B: She's Malaysian.

5. *A:* I often read stories at the weekend. What about you? Do you read stories at the weekend too?

   B: No, I don't.

   A: What do you do at the weekend, Lucy?

   B: I often surf the Internet.

Try it yourself 1, Page 28

Track 12

Listen and circle. There is an example.

Example: Where were you last summer?

1. Can you tell me about yourself?
2. What's your address?
3. What nationality is he?
4. What does she like doing in her free time?
5. What would you like to be in the future?

Unit 6, Page 32

Track 13

1. Listen and circle. Then say the sentences aloud.

1. Ben and Mary are walking upstairs to the library.
2. Go downstairs and the music room's on the left.

Unit 6, Page 33

Track 14

Listen and circle.

1. *A:* Excuse me, where's the gym?

   B: It's over there, on the second floor.

2. *A:* I can't find Class 5E. Where is it?

   B: Class 5E? It's on the third floor.

   A: Thank you.

3. *A:* What are you looking for, Minh?

   B: I'm looking for the library. How can I get there?

   A: Go upstairs. It's on the second floor.

4. *A:* Could you tell me the way to the art room?

   B: It's not far from here, Mary. Go past Class 5C and turn left.

   A: Thanks.

Unit 7, Page 36

Track 15

1. Listen and circle. Then say the sentences aloud.

1. He likes reading stories.
2. She likes telling stories because she thinks it's interesting.

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Unit 7, Page 37

Track 16

Listen and tick.

1. *A:* What are you doing, Minh?

   B: I'm helping my sister solve a maths problem. She doesn't like maths.

   A: What school activity does she like?

   B: Drawing pictures.

2. *A:* I like reading books, but my brother doesn't.

   B: What school activity does he like?

   A: He likes solving maths problems.

   B: Why does he like it?

   A: Because he thinks it's useful.

3. *A:* I like playing games, but my sister doesn't.

   B: Why doesn't she like it?

   A: Because she thinks it's not useful.

   B: What activity does she like?

   A: Doing projects. She thinks it's good for group work.

4. *A:* What are you doing, Ben?

   B: I'm doing a drawing project with my brother.

   A: Is that his school project?

   B: Yes, it is. But he doesn't like doing projects.

   A: What school activity does he like?

   B: He likes playing sports games.

Unit 8, Page 40

Track 17

1. **Listen and circle. Then say the sentences aloud.**

1. The picture is above the bookcase.
2. The crayons are beside the notebook.

Unit 8, Page 41

Track 18

Listen and tick or cross.

1. *A:* Excuse me? Where are my crayons?

   B: They're beside the notebooks.

   A: Thank you.

2. *A:* Where are the glue sticks?

   B: They're in front of the school bag.

   A: I see. Thanks.

3. *A:* I can't see my set square. Where is it?

   B: I don't know.

   A: Whose set square is this?

   B: It's Mai's.

4. *A:* Is this your pencil sharpener?

   B: Yes, it is.

   A: Whose pencil sharpener is that?

   B: It's Trang's.

Unit 9, Page 44

Track 19

1. **Listen and circle. Then say the sentences aloud.**

1. We were at the cinema yesterday evening.
2. We played badminton last Friday.

Unit 9, Page 45

Track 20

Listen and tick True or False.

Dialogue 1:

A: You were not at school yesterday afternoon, Ben. Where were you?

B: I was at the sports centre.

A: What did you do there?

B: I played football with my friends.

Dialogue 2:

A: Where were you last weekend?

B: We were at the campsite.

A: What did you do there?

B: We danced around the campfire.

Unit 10, Page 48

Track 21

1. **Listen and circle. Then say the sentences aloud.**

1. Did you visit Hoan Kiem Lake last December?
2. They went to Ba Na Hills last November.

Unit 10, Page 49

Track 22

Listen and number.

1. *A:* Did you go to the zoo on your school trip?

   B: Yes, we did.

2. *A:* It was our school trip last weekend.

   B: Did you go to Nha Trang Beach?

   A: Yes, we did.

3. *A:* Did you go to the park on the school trip last Saturday?

   B: No, we didn't. We went to a farm.

   A: What did you do there?

   B: We planted trees.

4. *A:* Where did you go yesterday?

   B: We went to Hoan Kiem Lake.

   A: What did you do there?

   B: We painted pictures.

Self-check 2, Page 52

Track 23

Listen and circle.

1. *A:* Do you want to see the new computer room at my school?

   B: Yes. Where is it?

   A: It's on the third floor.

2. *A:* Do you like playing games, Lucy?

   B: No, I don't.

   A: What school activity do you like?

   B: I like doing projects.

3. *A:* Is this your crayon, Mai?

   B: No, it isn't.

   A: Whose crayon is it?

   B: It's Linh's.

4. *A:* Were your class at the campsite yesterday, Mai?

   B: Yes, we were.

   A: What did you do there?

   B: We danced around the campfire.

5. *A:* Did you go to Ba Na Hills with your friends last weekend, Mary?

   B: Yes, we did.

   A: What did you do there?

   B: We visited the buildings.

Try it yourself 2, Page 56

Track 24

Listen and tick a box. There is an example.

Example:

A: Where is the art room?

B: It's on the second floor.

1. *A:* I like playing games. What about you, Linda?

   B: No, I don't like it.

   A: What school activity do you like?

   B: I like reading books.

2. *A:* Look! What are those school things?

   B: They're crayons.

   A: Where are they?

   B: They're under the desk.

3. *A:* Excuse me. Is this your school bag?

   B: No, it isn't.

   A: Whose school bag is it?

   B: It's Ngoc Duc's.

4. *A:* Where were you yesterday, Lien?

   B: I was at the campsite with my friends.

   A: What did you do there?

   B: We danced around the campfire.

5. *A:* Did you go to Hoan Kiem Lake last Sunday, Tom?

   B: Yes, I did. I went there with my friends.

   A: What did you do there?

   B: We walked around the lake.

Unit 11, Page 60

Track 25

1. **Listen and underline one more stressed word. Then say the sentences aloud.**

1. When did you go to Sydney?
2. What did you do in London?

Unit 11, Page 61

Track 26

Listen and tick True or False.

1. *A:* Did you see Trang at English club yesterday?

   B: No, I didn't. Oh… She went to Ha Long Bay with her family.

   A: When did they go there?

   B: They went there last weekend.

   A: What did they do there?

   B: They took a boat trip around the bay.

2. *A:* Have you ever visited Singapore, Quang?

   B: Yes, I have. I went there with my family.

   A: When did you go there?

   B: We went there last summer.

   A: What did you do there?

   B: We took a lot of photos.

Unit 12, Page 64

Track 27

1. **Listen and underline the stressed words. Then say the sentences aloud.**

1. They'll make spring rolls for Tet.
2. We'll visit our grandparents at Tet.

Unit 12, Page 65

Track 28

Listen and circle.

1. *A:* Will you go to a fireworks show at Tet, Linh?

   B: No, I won't. I'll go to my grandparents' house.

2. *A:* Do you like Tet?

   B: Yes, I do.

   A: Will you do the shopping for Tet?

   B: Yes, I will. I'll do the shopping with my father.

3. *A:* Will you go to a fireworks show at Tet, Minh?

   B: No, I won't.

   A: Where will you go?

   B: I'll go to a party with my family.

4. *A:* Tet is coming. Mai, let's do the shopping together.

   B: Sorry, I can't. I'll stay at home and decorate the house.

Unit 13, Page 68

Track 29

1. **Listen and underline the stressed words. Then say the sentences aloud.**

1. What will they do at the birthday party?
2. What food and drinks will they have at the festival?

Unit 13, Page 69

Track 30

Listen and tick.

1. *A:* Will they be at the party on Children's Day?
   B: Yes, they will.
2. *A:* What will they do on Sports Day?
   B: They'll play chess.
3. *A:* Will you be at the party on Teachers' Day?
   B: Yes, we will.
   A: What food will you have?
   B: We'll have burgers and pizza.
4. *A:* Where will you be next weekend?
   B: We'll be at the class party.
   A: What drinks will you have?
   B: We'll have apple juice and milk tea.

Unit 14, page 72

Track 31

1. **Listen and underline the stressed words. Then say the sentences aloud.**
1. Will your brother do judo tomorrow?
2. Did he play volleyball yesterday?
3. Do you drink milk regularly?
4. Does your sister ride a bike in the morning?

Unit 14, page 73

Track 32

Listen and tick or cross.

1. *A:* How does your sister stay healthy?
   B: She does morning exercise every day.
   A: Awesome. Doing exercise every morning helps us stay healthy and strong.
2. *A:* How does your brother stay healthy?
   B: He eats healthy food and plays badminton.
   A: How often does he play badminton?
   B: He plays badminton once a week.
3. *A:* How can I stay healthy?
   B: You can do yoga. It's good for your health.
   A: Great idea! I'll do yoga.
4. *A:* Does he like orange juice?
   B: No, he doesn't. He likes lemonade.
   A: How often does he drink lemonade?
   B: Twice a week.

Unit 15, page 76

Track 33

1. **Listen and underline one more stressed word. Then say the sentences aloud.**
1. What's wrong with your stomach?
2. Where does it hurt?

Unit 15, page 77

Track 34

Listen and number.

1. *A:* What's the matter?
   B: I have a sore throat.
2. *A:* What's wrong with you?
   B: I have a headache.
3. *A:* You look tired. You should have a rest.
   B: I will. Thanks for your advice.
4. *A:* Are you taking some medicine?
   B: Yes, I am. I have a terrible stomach ache.

Self-check 3, page 80

Track 35

Listen and number.

1. *A:* How does your brother stay healthy?
   B: He does morning exercise.
2. *A:* Where were your family last summer, Ben?
   B: We were at My Khe Beach.
   A: What did your family do there?
   B: We swam in the sea and ate delicious seafood.
3. *A:* It's my birthday this Sunday. Will you come to my birthday party, Bill?
   B: Yes, I will. What food and drinks will you have there?
   A: We'll have pizza, burgers and milk tea.
4. *A:* How are you today?
   B: I'm not very well.
   A: What's the matter?
   B: I have a sore throat.
5. *A:* Tet is coming. Where will you go at Tet?
   B: I'll go to a big New Year party with my family.

Try it yourself 3, page 84

Track 36

Listen and tick True or False. There is an example.

A: What's your favourite holiday, Mai?
B: It's Mid-Autumn Festival.
A: When is it?
B: This year, it's in September.
A: Oh, it's soon.
B: Yes, it's next month. We'll have a big party in the school playground.
A: What will you do there?
B: I'll sing songs and my friends will dance. And we'll eat delicious food.

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A: What food will you eat?

B: We'll eat mooncakes, pizza and grapes. Would you like to come to the party, Bill?

A: Yes, I'd love to. It sounds like a lot of fun!

Unit 16, Page 88

Track 37

1. **Listen and mark the sentence intonation. Then say the sentences aloud.**

1. It's hot in summer.
2. I wear a scarf in winter.

Unit 16, Page 89

Track 38

Listen and circle.

1. *A:* Where are you?

   B: I'm in Ha Noi.

   A: How's the weather there?

   B: It's sunny and warm. It's spring here.

2. *A:* How many seasons are there in Ho Chi Minh City?

   B: Two, the dry and the rainy seasons.

   A: How's the weather in the dry season?

   B: It's sunny and hot.

3. *A:* It's a nice day in Ha Noi because it's spring!

   B: Yes, spring is lovely!

   What do you usually wear in spring?

   A: A skirt and a blouse.

4. *A:* It's summer in New York now.

   B: How's the weather?

   A: It's sunny and warm.

   B: What do you usually wear in this season?

   A: Shorts and a T-shirt.

Unit 17, Page 92

Track 39

1. **Listen and mark the sentence intonation. Then say the sentences aloud.**

1. Was Snow White a princess?
2. Did the tortoise win the race?
3. Do you like the ant in the story?
4. Did the crow sing beautifully?

Unit 17, Page 93

Track 40

Listen and number.

1. *A:* Is *Snow White and the Seven Dwarfs* your favourite story?

   B: No, it isn't. My favourite story is about animals.

   A: Who are the main characters in the story?

   B: They're the ant and the grasshopper.

2. *A:* Who are the main characters in the story?

   B: They're the fox and the crow.

   A: Which character do you prefer?

   B: I prefer the fox.

3. *A:* How did the seven dwarfs work in the story?

   B: They worked hard.

   A: Do you like these characters?

   B: Yes, I do.

4. *A:* Who are the main characters in the story?

   B: They're the tortoise and the hare.

   A: Who won the race?

   B: The tortoise.

Unit 18, Page 96

Track 41

1. **Listen and mark the sentence intonation. Then say the sentences aloud.**

1. Do you want to visit Ha Noi Opera House?
2. Can I go to the museum by bicycle?

Unit 18, Page 97

Track 42

Listen and tick or cross.

1. *A:* Where do you want to visit today?

   B: I want to see the museum.

   A: That's a good idea! It's not far away.

   B: OK. Let's take a taxi.

2. *A:* Look! The bridge is so beautiful.

   B: It is! Let's walk there and take some photos.

   A: It's good to get around on foot.

3. *A:* I want to take some photos of buildings.

   B: Sure. Shall we go to Ha Noi Opera House?

   A: Great idea! How can we get there?

   B: We can take a bus.

4. *A:* Do you want to visit the square?

   B: I'd love to. How can we get there?

   A: We can get there by bicycle. Let's go!

Unit 19, Page 100

Track 43

1. **Listen and mark the sentence intonation. Then say the sentences aloud.**

1. What do you think of Ha Long Bay?
2. How far is it from Da Nang to Hai Phong?

Unit 19, Page 101

Track 44

Listen and number.

1. *A:* What do you think of Lang Co Beach?

   B: I think it's peaceful and beautiful.
2. *A:* What do you think of Nha Trang Beach?

   B: I think it's fantastic and exciting.
3. *A:* How far is it from your house to the school?

   B: It's about 1 kilometre.

   A: Oh! It's not far.
4. *A:* How far is it from your village to the city?

   B: It's about 16 kilometres.

   A: Oh! It's far away.

Unit 20, Page 104

Track 45

1. **Listen and mark the sentence intonation. Then say the sentences aloud.**

1. Where are you going to spend your summer holiday?
2. Why are you going to practise swimming this summer?

Unit 20, Page 105

Track 46

Listen and tick True or False.

Dialogue 1:

A: Ben, where are you going to visit this summer?

B: I'm going to visit Phu Quoc Island with my aunt.

A: What are you going to do there?

B: I'm going to practise swimming.

Dialogue 2:

A: Hi Mary. What's your plan for the summer?

B: I'm going to visit Ho Chi Minh City.

A: What are you going to do there?

B: I'm going to visit Dam Sen Aquarium.

Self-check 4, Page 108

Track 47

Listen and number.

1. *A:* How's the weather in Ha Noi in summer?

   B: It's sunny and hot.

   A: What do you usually wear in summer?

   B: I wear shorts and a T-shirt.
2. *A:* Did you read *The Fox and the Crow*?

   B: Yes, I did. The crow often sang when he met the fox.

   A: How did the crow sing?

   B: He sang beautifully.
3. *A:* Excuse me!

   B: Yes?

   A: I want to go to Hoan Kiem Lake. How can I get there?

   B: You can get there by bus.

   A: Thank you.
4. *A:* Have you ever visited Ha Long Bay?

   B: Yes, I have. I visited it last summer.

   A: What do you think of the bay?

   B: I think it's fantastic.
5. *A:* Where are you going to visit this summer?

   B: I'm going to visit Phu Quoc with my family.

   A: What are you going to do there?

   B: We're going to visit Vinpearl Safari Park.

   A: That's great.

Try it yourself 4, Page 112

Track 48

Listen and write. There is an example.

A: What book is that?

B: It's *Snow White and the Seven Dwarfs*. I read it last week.

A: How many characters were there in the story?

B: Seven… Oh no, eight. There's Snow White and the seven dwarfs.

1. *A:* Where did they live?

   B: They lived in…

   A: A village?

   B: No, in a forest. They lived in a forest.
2. *A:* What did Snow White look like?

   B: She was beautiful.

   A: Beautiful?

   B: Yes. She was a beautiful girl.
3. *A:* What did she do every day?

   B: She cooked meals for the seven dwarfs.

   A: Oh… She was so kind to them.
4. *A:* How did she cook?

   B: She cooked well… very well.

   A: Great!
5. *A:* So what type of story is it?

   B: It's a fairy tale, I think.

   A: A fairy tale. Good!

TIẾNG ANH 5 – SÁCH BÀI TẬP
ANSWER KEYS

UNIT 1 All about me!

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. b 2. a

2. Label the pictures.
1. city 2. sandwich
3. dolphin 4. countryside

3. Read and complete.
1. Class 2. table tennis
3. sandwich 4. countryside / village

B. SENTENCE PATTERNS

1. Read and complete.
1. c 2. a 3. b 4. a

2. Choose the correct answers.
1. b 2. a 3. b 4. b

C. LISTENING

Listen and circle.
1. b 2. b 3. a 4. b

D. SPEAKING

Ask and answer.
1. Nguyen Minh Anh; Class 5D
2. Mark; in the city
3. dolphins
4. a sandwich

E. READING

1. Number the sentences in the correct order.
1. b 2. a 3. d 4. c 5. e

2. Read and tick True or False.
1. True 2. True 3. True 4. False

F. WRITING

1. Make sentences.
1. Can you tell me about yourself?
2. I live in the countryside.
3. What's your favourite colour?
4. I love playing table tennis.

2. Let's write.
Suggested answer:
Dear penfriend,
My name's An. I'm ten years old. I'm in Class 5G. I live in a small town in Viet Nam. I'm tall. I have big eyes and long hair. My favourite subject is English. In my free time, I like reading short stories. My favourite colour is pink. I like pizza. My favourite food is pizza. Please write to me soon.
Best wishes,
An

UNIT 2 Our homes

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. b 2. a

2. Complete the words.
1. house 2. flat 3. tower 4. building

3. Read and complete.
1. house 2. building / tower / flat
3. flat 4. George Street

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. d 3. b 4. a

2. Choose the correct answers.
1. b 2. a 3. b 4. a

C. LISTENING

Listen and tick.
1. a 2. b 3. a 4. b

D. SPEAKING

Ask and answer.
1. house; I do
2. Flat 9, Lotus Building, 16 Vo Van Tan Street

E. READING

1. Read and complete.
1. building 2. Mary 3. live 4. Flat

2. Read and circle.
1. b 2. a 3. a 4. b

F. WRITING

1. Make sentences.
1. Do you live in that house?
2. I live in Flat 15, Lotus Tower.
3. What's the address of your best friend?
4. It's 53 George Street, Sydney.

2. Let's write.
Suggested answer:
Tim is my friend at Rose Primary School. We are in Class 5B. Our school is at 5B Le Lai Street. My friend lives in Flat 15, Green Building, 15 Le Lai Street. His home is near our school.

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UNIT 3 My foreign friends

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. c 2. a

2. Label the pictures.
1. active
2. Malaysian
3. Australian
4. helpful

3. Circle and write.
1. American
2. Japanese
3. clever
4. friendly

B. SENTENCE PATTERNS

1. Read and complete.
1. a 2. c 3. b 4. c

2. Read and match.
1. c 2. d 3. a 4. b

C. LISTENING

Listen and tick or cross.
1. ✓ 2. × 3. ✓ 4. ✓

D. SPEAKING

Look, ask and answer.
He's Australian.
He's helpful.

E. READING

1. Number the sentences in the correct order.
1. c 2. e 3. a 4. d 5. b

2. Read and tick True or False.
1. False 2. True 3. False 4. True

F. WRITING

1. Make sentences.
1. What nationality is your new English teacher?
2. His friend is Japanese.
3. She likes helping her classmates because she's helpful.
4. My new friend is very friendly and active.

2. Let's write.
Suggested answer:
This is my new penfriend, Tom. He is British. He is helpful. At home, he sets the table and washes the dishes. At school, he is a classroom helper. He helps his teacher clean the board.

UNIT 4 Our free-time activities

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. a 2. c

2. Read and choose the correct words or phrases. Write them on the lines.
1. go for a walk
2. surf the Internet
3. play the violin
4. always
5. never

3. Circle and write.
1. watering
2. surfing
3. riding
4. always
5. never

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. d 3. a 4. b

2. Read and match.
1. b 2. d 3. a 4. c

C. LISTENING

Listen and number.
1. b 2. d 3. a 4. c

D. SPEAKING

Ask and answer.
1. playing the violin
2. ride my bike

E. READING

1. Read and complete.
1. pictures
2. riding
3. do
4. comic
5. usually

2. Read and complete.
1. watching films
2. plays the piano
3. plays the violin
4. goes swimming

F. WRITING

1. Make sentences.
1. What do you like doing in your free time?
2. I like surfing the Internet.
3. What does he do at the weekend?
4. He always listens to music.

2. Let's write.
Suggested answer:
I like reading stories and watching films in my free time. I always read comic books and watch cartoons at the weekend. My friend Linda likes drawing pictures and taking photos in her free time. She usually draws pictures and takes photos at the weekend.

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UNIT 5

My future job

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. b 2. a

2. Label the pictures.
1. reporter 2. gardener
3. firefighter 4. writer

3. Read and complete.
1. writer 2. firefighter
3. gardener 4. reporter

B. SENTENCE PATTERNS

1. Read and complete.
1. b 2. c 3. a 4. c

2. Choose the correct answers.
1. a 2. b 3. b 4. a

C. LISTENING

Listen and tick True or False.
1. True 2. False 3. False 4. True

D. SPEAKING

Look, ask and answer.
Suggested answers:
I'd like to be a reporter / a firefighter / a writer / a gardener.
Why would you like to be a reporter / a firefighter / a writer / a gardener?
Because I'd like to travel / help people / write stories / make beautiful gardens.

E. READING

1. Number the sentences in the correct order.
1. e 2. a 3. g 4. b 5. d 6. f 7. c

2. Read and answer the questions.
1. Because he enjoys flying.
2. Sitting in an office all day.
3. Because he wants to help people.
4. A pilot.

F. WRITING

1. Make sentences.
1. Why would you like to be a doctor?
2. I would like to be a doctor because I want to help people.
3. My brother would like to be a policeman.
4. What would your sister like to be in the future?

2. Let's write.
Suggested answer:
Hi Linh,
Let me tell you about my future job. I'd like to be a writer. I enjoy writing stories. I would like to travel and meet people.
Love,
Mai

Self-check 1

A. LISTENING

Listen and tick.
1. b 2. a 3. b 4. a 5. b

B. READING AND WRITING

1. Look and tick or cross.
1. ✓ 2. × 3. ✓ 4. × 5. ✓

2. Read and complete.
1. helpful 2. 42 King Street
3. a sandwich 4. grow / plant
5. violin

3. Read and complete.
1. is 2. active
3. table tennis 4. helpful
5. cooking

4. Make sentences.
1. Do you live in that building?
2. What's your brother like?
3. I like surfing the Internet in my free time.
4. I'd like to be a reporter in the future.
5. Can you tell me about yourself?

C. SPEAKING

1. Ask and answer.
1. Because I want / I'd like to teach children.
2. I like riding my bike.
3. It's a dolphin.
4. He's Australian.

2. Look, ask and answer.
1. I'm in Class 5D.
2. It's 75 Hoa Sen Street.
3. I'd like to be a writer.
4. I (always / usually / often / sometimes) play the violin (at the weekend / on Saturdays).

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Try it yourself 1

A. LISTENING

Listen and circle. There is an example.

1. b 2. c 3. a 4. a 5. c

B. READING

Look and read. Write the correct words. There is an example.

1. gardener
2. tower
3. countryside
4. sandwich
5. table tennis

C. WRITING

Look at the pictures. Write a sentence about each picture. There is an example.

Suggested answers:

1. They are playing basketball. / They like playing basketball.
2. Her address is 66 Green Street.
3. She likes playing the violin. / She is playing the violin.
4. He'd like to be a firefighter.
5. They are American.

D. SPEAKING

2. Spot the differences. Answer your teacher's questions.

Suggested answer:

There are two differences between the pictures.

1. In Picture A, Linh is a doctor.
   In Picture B, she's a reporter.
2. In Picture A, Minh is a firefighter.
   In Picture B, he's a teacher.

3. Look at the pictures and answer your teacher's questions. Tell a story.

Suggested answer:

This is Anna. Today is her birthday. She comes home after school at 5 o'clock. In this picture, she is making a birthday cake with her mother. In the evening, she has a birthday party with her family and friends. They are playing a guessing game. They are very happy.

UNIT 6

Our school rooms

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. b 2. c

2. Complete the words.
1. second 2. third 3. along 4. past

3. Read and complete.
1. ground
2. first
3. upstairs
4. downstairs

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. d 3. a 4. b

2. Choose the correct answers.
1. a 2. b 3. a 4. b

C. LISTENING

Listen and circle.
1. b 2. b 3. a 4. a

D. SPEAKING

Look, ask and answer.
1. Go downstairs. It's on the ground floor.
2. Go past the music room and turn left.

E. READING

1. Read and complete.
1. art room
2. tell
3. corridor
4. left

2. Read and answer the questions.
1. It is on the ground floor.
2. It is on the second floor.
3. It is the computer room.
4. Go along the corridor and turn left.

F. WRITING

1. Make sentences.
1. Where is Class 5B?
2. It is on the first floor.
3. Could you tell me the way to the gym?
4. Go past the computer room and turn right.

2. Let's write.

Suggested answer:

There are many rooms in my school. My favourite school room is the library. Our library is big and nice. It is on the first floor. How can you get there? Go upstairs and turn right. The library is on the left. At break time, I often read books there with my friends.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

UNIT 7 Our favourite school activities

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. b 2. a

2. Label the pictures.
1. solving maths problems
2. playing games
3. reading books
4. doing projects

3. Circle and write.
1. activity 2. doing
3. interesting 4. Why

B. SENTENCE PATTERNS

1. Read and complete.
1. b 2. c 3. a 4. b

2. Read and match.
1. d 2. c 3. b 4. a

C. LISTENING

Listen and tick.
1. a 2. b 3. b 4. a

D. SPEAKING

Look, ask and answer.
What; doing projects
Why; Because; good for group work

E. READING

1. Number the sentences in the correct order.
1. e 2. c 3. f 4. a 5. d 6. b

2. Read and answer the questions.
1. Kim and Linda are Nam's close friends.
2. She likes doing projects.
3. Because she thinks it is fun.
4. Because he thinks it is interesting.

F. WRITING

1. Make sentences.
1. What school activity does your brother like?
2. He likes solving maths problems.
3. Why does he like it?
4. Because he thinks it's interesting.

2. Let's write.
Suggested answer:
My best friend at school is Thanh. He is ten years old. He is in Class 5D. He is friendly. His favourite school activity is playing sports games. He likes this activity because he thinks it is fun and useful.

UNIT 8 In our classroom

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. c 2. b

2. Read and choose the correct words.
Then write them on the lines.
1. pencil sharpener 2. crayon
3. glue stick 4. set square
5. beside

3. Read, circle and write.
1. beside 2. above
3. glue stick 4. crayons
5. pencil sharpeners

B. SENTENCE PATTERNS

1. Match and read aloud.
1. b 2. c 3. d 4. a

2. Read and match.
1. d 2. c 3. a 4. b

C. LISTENING

Listen and tick or cross.
1. ✓ 2. × 3. ✓ 4. ×

D. SPEAKING

Ask and answer.
1. glue sticks; beside the school bag
2. set square; Mary's

E. READING

1. Read and complete.
1. crayons 2. eraser
3. Whose 4. Mai's 5. under

2. Read and tick True or False.
1. True 2. True 3. False 4. True

F. WRITING

1. Make sentences.
1. Where are the maps?
2. They are beside the board.
3. Whose set square is this?
4. It is Ngoc Mai's.

2. Let's write.
Suggested answer:
I have some new coloured pencils. They are beside the pencil case on the table. I like drawing pictures in my free time. My friend Trung has some new comic books. They are on the bookcase. Trung loves reading the comic books in his free time.

UNIT 9 Our outdoor activities

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. c 2. b

2. Complete the words.
1. theatre 2. funfair
3. chess 4. afternoon

3. Read and complete.
1. cinema 2. campsite
3. listened 4. basketball

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. a 3. d 4. b

2. Choose the correct answers.
1. b 2. a 3. a 4. b

C. LISTENING

Listen and tick True or False.
1. False 2. False 3. True 4. True

D. SPEAKING

Look, ask and answer.
1. were at the sports centre
2. played chess

E. READING

1. Read and complete.
1. yesterday 2. listened
3. where 4. was
5. badminton

2. Read and circle a, b or c.
1. b 2. b 3. a 4. c

F. WRITING

1. Make sentences.
1. We were at the campsite last month.
2. He played chess with Tam yesterday.
3. Were you at the cinema last weekend?
4. What did you do yesterday morning?

2. Let's write.
Suggested answer:
I was at home yesterday. In the morning, I watered the flowers in the garden. I played football with my friends in the afternoon. Then I went shopping at the supermarket. In the evening, I watched a film with my parents at the cinema. I went to bed at nine o'clock.

UNIT 10 Our school trip

A. WORD STRESS AND VOCABULARY

1. Listen and circle. Then say the sentences aloud.
1. c 2. a

2. Label the pictures.
1. Hoan Kiem Lake
2. Suoi Tien Theme Park
3. visited the buildings
4. planted trees

3. Read and complete.
1. Bai Dinh Pagoda 2. Ba Na Hills
3. walked around 4. plant trees

B. SENTENCE PATTERNS

1. Choose the correct answers.
1. c 2. c 3. a 4. b

2. Choose the correct answers.
1. a 2. b 3. b 4. a

C. LISTENING

Listen and number.
1. c 2. d 3. b 4. a

D. SPEAKING

Look, ask and answer.
1. went to Hoi An
2. visited the old buildings / walked around the town

E. READING

1. Number the sentences in the correct order.
1. d 2. a 3. c 4. e 5. b 6. f

2. Read and tick True or False.
1. True 2. False 3. False 4. True

F. WRITING

1. Make sentences.
1. They went to Ben Thanh Market last November.
2. Where did they go last December?
3. Did they go to London last weekend?
4. What did they do at the farm yesterday?

2. Let's write.
Suggested answer:
My classmates went on a school trip last Sunday. They went to Ho Chi Minh City. In the morning, they played games at Suoi Tien Theme Park. At lunch time, they had delicious food there. In the afternoon, they walked along Nguyen Hue Street and looked at the beautiful flowers.
Their school trip was great!

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Self-check 2

A. LISTENING

Listen and circle.

1. b 2. a 3. b 4. b 5. a

B. READING AND WRITING

1. Look and tick or cross.

1. ✓ 2. × 3. ✓ 4. × 5. ✓

2. Read and complete.

1. ground
2. maths problems
3. beside
4. visited
5. aquarium

3. Read and circle.

1. b 2. c 3. a 4. b 5. c

4. Make sentences.

1. Why do you like reading books?
2. Because it's interesting.
3. Whose glue stick is this?
4. It's Huyen Nga's.
5. He watched the fish yesterday.

C. SPEAKING

1. Ask and answer.

1. He likes solving maths problems.
2. It's Linh's.
3. We listened to music.
4. They visited the buildings.

2. Look, ask and answer.

1. She likes reading books.
2. It's Thu Phuong's.
3. Yes, they did.
4. They danced around the campfire.

Try it yourself 2

A. LISTENING

Listen and tick a box. There is an example.

1. A 2. C 3. C 4. B 5. A

B. READING

Read the email. Tick (✓) True or False. There is an example.

1. True
2. False
3. True
4. False
5. True

C. WRITING

Look at the pictures. Write a short paragraph about Lan's trip.

Suggested answer:

Last weekend, Lan and her friends went to Ha Long Bay. They stayed in a hotel near the beach. They walked on the beach. They visited some caves. They enjoyed swimming in the sea. They had some delicious seafood by the sea.

D. SPEAKING

2. Spot the differences. Answer your teacher's questions.

Suggested answer:

There are two differences between the pictures.

1. In Picture A, the erasers are beside the pencil case.
   In Picture B, the erasers are in front of the clock.
2. In Picture A, the school bag is Ngoc Mai's.
   In Picture B, the school bag is Minh Hieu's.

3. Look at the pictures and answer your teacher's questions. Tell a story.

Suggested answer:

Last Sunday, Quang was at the campsite with his friends. He played the guitar for his friends to sing. He played badminton with a girl. He danced around the campfire. He had lots of fun at the campsite.

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UNIT 11 Family time

A. RHYTHM AND VOCABULARY

1. Listen and underline one more stressed word. Then say the sentences aloud.
1. When did you go to Sydney?
2. What did you do in London?

2. Label the pictures.
1. take photos
2. collect seashells
3. eat seafood
4. buy souvenirs

3. Circle and write.
1. collected seashells
2. took photos
3. bought souvenirs
4. ate seafood

B. SENTENCE PATTERNS

1. Read and circle.
1. b 2. a 3. c 4. a

2. Read and match.
1. c 2. a 3. d 4. b

C. LISTENING

Listen and tick True or False.
1. True 2. True 3. True 4. False

D. SPEAKING

Look, ask and answer.
1. Yes, I did. (I went there with my family.)
2. We took (lots of) photos (at the Golden Pagoda).

E. READING

1. Number the sentences in the correct order.
1. e 2. b 3. d 4. c 5. a 6. f

2. Read and answer the questions.
1. They visited Merlion Park first.
2. They ate some delicious food.
3. They went to Bird Paradise.
4. They bought a lot of postcards for their friends.

F. WRITING

1. Make sentences.
1. Did you go to Ha Long Bay last weekend?
2. Yes, I did. I went there with my family.
3. What did your family do in Ha Long Bay?
4. We took a boat trip around the bay.

2. Let's write.
Suggested answer:
Last summer, I went to Nha Trang with my family. First, we visited Vinpearl Aquarium. It is a big and modern aquarium. We took a lot of photos. Then, we went to the amusement park and played some games there. Finally, we walked along the beach, swam in the sea and ate seafood at a restaurant. Our trip was a lot of fun.

UNIT 12 Our Tet holiday

A. RHYTHM AND VOCABULARY

1. Listen and underline the stressed words. Then say the sentences aloud.
1. They'll make spring rolls for Tet.
2. We'll visit our grandparents at Tet.

2. Label the pictures.
1. have a New Year party
2. go to my grandparents' house
3. do the shopping
4. buy a branch of peach blossoms

3. Circle and write.
1. make 2. decorate 3. go 4. go

B. SENTENCE PATTERNS

1. Read and circle.
1. c 2. b 3. a 4. a

2. Read and match.
1. b 2. d 3. a 4. c

C. LISTENING

Listen and circle.
1. a 2. a 3. b 4. b

D. SPEAKING

Ask and answer.
1. Yes, I will.
2. No, I won't. (I'll do the shopping with my mother.)
3. I'll go to a fireworks show.
4. I'll go to a New Year party.

E. READING

1. Number the sentences in the correct order.
1. d 2. a 3. e 4. b 5. f 6. c

2. Read and match.
1. b 2. c 3. a

F. WRITING

1. Make sentences.
1. Will you do the shopping for Tet?
2. I won't buy a branch of peach blossoms for Tet.
3. Where will they go at Tet?
4. We will go to a fireworks show in the park.

2. Let's write.
Suggested answer:
My favourite holiday is Tet. It is a New Year festival in Viet Nam. We celebrate it in January or February. In our city, it is often cold and windy at Tet. For Tet, my mother does the shopping. My father buys a branch of peach blossoms. My sister and I decorate the house with a lot of flowers. At Tet, we go to our grandparents' house in the countryside. We wish them good health and happiness. We all love Tet.

UNIT 13 Our special days

A. RHYTHM AND VOCABULARY

1. Listen and underline the stressed words. Then say the sentences aloud.
1. What will they do at the birthday party?
2. What food and drinks will they have at the festival?

2. Complete the words.
1. will 2. drinks
3. juice 4. badminton

3. Circle and write.
1. sing 2. games 3. next 4. on

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. d 3. a 4. b

2. Read and match.
1. b 2. a 3. d 4. c

C. LISTENING

Listen and tick.
1. a 2. b 3. b 4. a

D. SPEAKING

Look, ask and answer.
sing and dance
eat cakes and sweets

E. READING

1. Read and complete.
1. do 2. games 3. have
4. burgers 5. drinks

2. Read and circle.
1. b 2. a 3. c 4. b

F. WRITING

1. Make sentences.
1. We'll sing and dance on Children's Day.
2. They'll play sports and games on Teachers' Day.
3. What will you do at Mid-Autumn Festival?
4. What food and drinks will you have at the party?

2. Let's write.
Suggested answer:
Our Sports Day is on Saturday. My classmates and I are preparing for it. The boys will play football and the girls will play badminton. Then we will have a party. We will have cakes and sweets. We will drink milk and apple juice. We will sing and dance at the party.

UNIT 14 Staying healthy

A. RHYTHM AND VOCABULARY

1. Listen and underline the stressed words. Then say the sentences aloud.
1. Will your brother do judo tomorrow?
2. Did he play volleyball yesterday?
3. Do you drink milk regularly?
4. Does your sister ride a bike in the morning?

2. Label the pictures.
1. do morning exercise 2. drink fresh juice
3. once a week 4. twice a week

3. Read and complete.
1. does morning exercise 2. rides a bike
3. does 4. Twice

B. SENTENCE PATTERNS

1. Read and circle.
1. b 2. c 3. a 4. c

2. Choose the correct answers.
1. b 2. a 3. b 4. a

C. LISTENING

Listen and tick or cross.
1. ✓ 2. × 3. × 4. ✓

D. SPEAKING

Ask and answer.
Suggested answer:
1. *A:* How does your brother stay healthy?
B: He plays basketball.
2. *A:* How does your sister stay healthy?
B: She drinks fresh juice.
3. *A:* How often does she play badminton?
B: Three times a week.
4. *A:* How often does she drink apple juice?
B: Twice a week.

E. READING

1. Number the sentences in the correct order.
1. f 2. c 3. b 4. d 5. e 6. a

2. Read and tick True or False.
1. False 2. True 3. True 4. False

F. WRITING

1. Make sentences.
1. How often does your sister do yoga?
2. My brother gets up early to do morning exercise.
3. My sister drinks fresh juice three times a week.
4. I don't usually eat chips because they are not healthy.

2. Let's write.
Suggested answer:
I want to stay healthy. For breakfast, I usually eat chicken noodles. For lunch and dinner, I like to eat rice, fish and vegetables. I drink fresh juice every day. I play basketball twice a week.

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UNIT 15

Our health

A. RHYTHM AND VOCABULARY

1. Listen and underline one more stressed word. Then say the sentences aloud.
1. What's wrong with your stomach?
2. Where does it hurt?

2. Read and choose the correct words or phrases. Then write them on the lines.
1. headache 2. stomach ache
3. have a rest 4. go to the dentist

3. Read and complete.
1. headache 2. toothache
3. medicine 4. have a rest

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. d 3. b 4. a

2. Choose the correct answers.
1. a 2. b 3. a 4. b

C. LISTENING

Listen and number.
1. b 2. d 3. a 4. c

D. SPEAKING

Look, ask and answer

Suggested answers:

a. *A:* What's the matter?
B: I have a toothache.
A: You should go to the dentist.
B: Thanks for your advice.

b. *A:* What's the matter?
B: I have a headache.
A: You should go to the doctor.
B: Thanks for your advice.

c. *A:* What's the matter?
B: I have a sore throat.
A: You should take some medicine.
B: Thanks for your advice.

d. *A:* What's the matter?
B: I have a stomach ache.
A: You should have a rest.
B: Thanks for your advice.

E. READING

1. Read and complete.
1. What's wrong
2. stomach ache
3. some medicine
4. Thanks for

2. Read and circle.
1. c 2. b 3. a 4. c

F. WRITING

1. Make sentences.
1. What's the matter with your stomach?
2. I have a terrible stomach ache.
3. Thanks for your advice.
4. You should take some medicine.

2. Let's write.

Suggested answer:

Hi Ben,

I am sorry that you have a headache.
You should stay at home and have a rest. You should not watch TV too much. If you don't feel better soon, you should go to the doctor.

Best wishes,
Minh

Self-check 3

A. LISTENING

1. Listen and number.
1. b 2. a 3. e 4. d 5. c

B. READING AND WRITING

1. Look and tick or cross.
1. ✓ 2. ✓ 3. × 4. × 5. ✓

2. Read and complete.
1. three times 2. Teachers'
3. collected seashells 4. decorate
5. a toothache

3. Read and tick True or False.
1. True 2. False 3. False
4. False 5. True

4. Make sentences.
1. You should take some medicine.
2. Does your sister play sports twice a week?
3. Will you buy a branch of peach blossoms for Tet?
4. What will they do at Mid-Autumn Festival?
5. I collected seashells with my brother.

C. SPEAKING

1. Ask and answer.
1. We took a boat trip around the bay.
2. We'll sing and dance.
3. No, I won't. I'll make *banh chung* with my mother.
4. I have a stomach ache.

2. Look, ask and answer.
1. Yes, he did. (He took photos with his father.)
2. He eats healthy food. / He eats vegetables.
3. He'll play badminton.
4. He'll go to his grandparents' house.

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Try it yourself 3

A. LISTENING

Listen and tick True or False. There is an example.

1. False 2. True 3. True 4. False 5. True

B. READING

Read the passage and fill in the gaps with the words below. There is an example.

1. swimming 2. yoga 3. vegetables
4. juice 5. sports centre

C. WRITING

Look at the pictures. Write about your family's Tet activities.

Suggested answer:

Tet is a happy time for everybody. My family will have a lot of things to do. For Tet, my father will buy a beautiful branch of peach blossoms. My mother will make *banh chung* and spring rolls. My sister and I will decorate the house. At Tet, we will wear nice clothes and visit my grandparents. We will wish them good luck and good health. We will have a big party too. I love Tet so much.

D. SPEAKING

2. Spot the differences. Answer your teacher's questions.

Suggested answer:

There are two differences between the pictures.

1. In Picture A, the boy has a sore throat.
   In Picture B, the boy has a headache.
2. In Picture A, there is apple juice on the table.
   In Picture B, there is milk tea on the table.

3. Look at the pictures and tell a story about Nam's last summer holiday.

Suggested answer:

Last summer, Nam and his parents were on Da Nang Beach. They did exciting activities there. Nam and his father swam in the sea. Nam and his mother saw interesting places and took a lot of beautiful photos. Nam and his parents bought some souvenirs. They really enjoyed the trip.

UNIT 16 Seasons and the weather

A. INTONATION AND VOCABULARY

1. Listen and mark the sentence intonation. Then say the sentences aloud.

1. It's hot in summer. ↘
2. I wear a scarf in winter. ↘

2. Complete the words.

1. weather 2. spring
3. summer 4. jeans

3. Circle and write.

1. How's 2. cold 3. What 4. wear

B. SENTENCE PATTERNS

1. Match and read aloud.

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

2. Read and match.

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

C. LISTENING

Listen and circle.

1. a 2. b 3. b 4. a

D. SPEAKING

Ask and answer.

1. winter; Jeans; jumper
2. sunny; wear; skirt

E. READING

1. Read and complete.

1. How's 2. wet 3. Canberra
4. like 5. autumn

2. Read and tick True or False.

1. True 2. False 3. True 4. False

F. WRITING

1. Make sentences.

1. How's the weather in Da Nang in the rainy season?
2. Winter is very cold, snowy and windy in New York.
3. What do you usually wear in summer?
4. I wear shorts and a T-shirt in summer.

2. Let's write.

Suggested answer:

I live in Nha Trang. There are two seasons here: the dry season and the rainy season. The dry season begins in January and ends in August. The rainy season comes after that. My favourite season is the dry season because I can wear summer outfits like shorts, T-shirts and a hat.

UNIT 17 Stories for children

A. INTONATION AND VOCABULARY

1. Listen and mark the sentence intonation. Then say the sentences aloud.
1. Was Snow White a princess? ↗
2. Did the tortoise win the race? ↗
3. Do you like the ant in the story? ↗
4. Did the crow sing beautifully? ↗

2. Label the pictures.
1. the fox
2. run fast
3. the grasshopper
4. work hard

3. Read and complete.
1. characters
2. fast
3. run
4. slowly

B. SENTENCE PATTERNS

1. Read and circle.
1. b 2. c 3. a 4. c

2. Choose the correct answers.
1. a 2. a 3. b 4. a

C. LISTENING

Listen and number.
1. b 2. d 3. c 4. a

D. SPEAKING

Ask and answer.
1. the ant and the grasshopper
2. ran fast
3. the crow
4. *Snow White and the Seven Dwarfs*

E. READING

1. Number the sentences in the correct order.
1. c 2. a 3. f 4. b 5. d 6. e

2. Read and circle.
1. b 2. c 3. a 4. c

F. WRITING

1. Make sentences.
1. Who are the main characters in the story?
2. The hare raced the tortoise, but he did not win.
3. How did the crow sing?
4. Snow White lived with seven dwarfs, and she cleaned the house very well.

2. Let's write.
Suggested answer:
My favourite story is *The Little Red Hen*. It is about a little red hen. She lived on a farm. She had three friends: a dog, a cat and a mouse. She wanted to make bread. She asked her friends to help, but they didn't. So she worked hard to make bread by herself.

UNIT 18 Means of transport

A. INTONATION AND VOCABULARY

1. Listen and mark the sentence intonation. Then say the sentences aloud.
1. Do you want to visit Ha Noi Opera House? ↗
2. Can I go to the museum by bicycle? ↗

2. Read and choose the correct words or phrases. Then write them on the lines.
1. opera house
2. square
3. bus
4. on foot

3. Read and complete.
1. museum
2. Dragon Bridge
3. bicycle
4. taxi

B. SENTENCE PATTERNS

1. Match and read aloud.
1. c 2. a 3. d 4. b

2. Choose the correct answers.
1. a 2. b 3. a 4. a

C. LISTENING

Listen and tick or cross.
1. × 2. ✓ 3. × 4. ✓

D. SPEAKING

Look, ask and answer.
1. (You can get to Ha Noi Opera House) by bus(.)
2. (You can get to Hoan Kiem Lake) on foot(.)

E. READING

1. Read and complete.
1. go 2. I'd love to 3. How 4. on foot

2. Read and circle.
1. c 2. a 3. b 4. a

F. WRITING

1. Make sentences.
1. Where do you want to visit?
2. How can I get to the square?
3. You can get to the museum by taxi.
4. I want to see the city by bus.

2. Let's write.
Suggested answer:
Hi Lucy,
It's a good time to visit Ha Noi. The weather's cool and the sky's clear. You should go to Hoan Kiem Lake early in the morning. You can get there by bus. Then you can visit Ha Noi Opera House on foot. Don't forget to try some local food on the way.
Best wishes,
Linh

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UNIT 19 Places of interest

A. INTONATION AND VOCABULARY

1. Listen and mark the sentence intonation. Then say the sentences aloud.
1. What do you think of Ha Long Bay? ↘
2. How far is it from Da Nang to Hai Phong? ↘

2. Complete the words.
1. fantastic 2. exciting
3. kilometres 4. from

3. Circle and write.
1. of 2. beautiful 3. far 4. kilometres

B. SENTENCE PATTERNS

1. Read and complete.
1. c 2. a 3. c 4. b

2. Read and match.
1. b 2. a 3. d 4. c

C. LISTENING

Listen and number.
1. b 2. a 3. d 4. c

D. SPEAKING

Ask and answer.
1a. Ban Gioc Waterfall; peaceful
1b. Ba Na Hills; beautiful
2a. Hai Chau, Hoi An; 29 kilometres
2b. Ho Chi Minh City, Can Tho; 165 kilometres

E. READING

1. Number the sentences in the correct order.
1. a 2. d 3. b 4. e 5. f 6. c

2. Read and circle.
1. c 2. a 3. b 4. c

F. WRITING

1. Make sentences.
1. What do you think of Sydney?
2. Cat Ba is a peaceful and beautiful place.
3. How far is it from your village to Ha Noi?
4. It is about 100 metres from my house to my school.

2. Let's write.
Suggested answer:
Da Lat is a very peaceful and beautiful place. It is about 120 kilometres from my home town. We can get there by coach. We can see beautiful lakes, take photos of flowers and walk along beautiful streets. We can eat fresh fruits and vegetables.
I think Da Lat is a nice place to visit.

UNIT 20 Our summer holidays

A. INTONATION AND VOCABULARY

1. Listen and mark the sentence intonation. Then say the sentences aloud.
1. Where are you going to spend your summer holiday? ↘
2. Why are you going to practise swimming this summer? ↘

2. Complete the words.
1. River 2. Island
3. club 4. Camping

3. Circle and write.
1. visit 2. practise
3. go 4. join

B. SENTENCE PATTERNS

1. Match and read aloud.
1. d 2. a 3. b 4. c

2. Read and match.
1. b 2. d 3. a 4. c

C. LISTENING

Listen and tick True or False.
1. True 2. False 3. False 4. True

D. SPEAKING

Ask and answer.
1. I'm going to paint a picture.
2. I'm going to visit an aquarium.

E. READING

1. Read and complete.
1. plan 2. Cave 3. travel 4. join

2. Read and circle.
1. b 2. b 3. a 4. c

F. WRITING

1. Make sentences.
1. Where are you going to visit this summer?
2. I am going to visit Da Nang City.
3. What are you going to do there?
4. I am going to spend the summer holiday with my grandparents.

2. Let's write.
Suggested answer:
This is my plan for the summer holiday. I am going to visit Nha Trang for five days with my family. We are going to stay in a hotel and walk to places nearby. We are going to visit Nha Trang Aquarium to see the fish. I plan to practise swimming with my father at the beach, too.

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Self-check 4

A. LISTENING

Listen and number.

1. d 2. c 3. e 4. a 5. b

B. READING AND WRITING

1. Look and tick or cross.

1. ✓ 2. ✓ 3. × 4. × 5. ✓

2. Read and complete.

1. winter
2. cook
3. Dragon Bridge
4. Ha Long Bay
5. Phong Nha Cave

3. Read and circle.

1. b 2. c 3. b 4. b 5. c

4. Make sentences.

1. I usually wear pants and a shirt.
2. They are the fox and the crow.
3. Who are the main characters in the story?
4. I am going to join a music club this summer.
5. What do you usually wear in autumn?

C. SPEAKING

1. Ask and answer.

1. He ran fast.
2. I wear a jacket and jeans.
3. It's about 65 kilometres.
4. I'm going to join a music club.

2. Look, ask and answer.

1. They are the tortoise and the hare.
2. (I get there) by bicycle.
3. It's about one kilometre.
4. I'm going to practise swimming.

Try it yourself 4

A. LISTENING

Listen and write. There is an example.

1. (in a) forest
2. beautiful
3. cooked meals
4. (very) well
5. (a) fairy tale

B. READING

Read and circle.

1. b 2. a 3. c 4. c 5. b

C. WRITING

Look at the pictures. Then write sentences about your plans for the summer and the next school year. There is an example.

Suggested answers:

2. I am going to join a music club.
3. I am going to practise swimming.
4. Next school year, I am going to be in Grade 6 at Sao Mai Lower Secondary School.
5. I am going to go to school by bicycle.
6. I am going to study some new subjects, such as natural science, history & geography, and fine art.

D. SPEAKING

2. Spot the differences. Answer your teacher's questions.

Suggested answer:

There are two differences between the pictures.

1. In Picture A, it is sunny and warm.
   In Picture B, it is windy and cool.
2. In Picture A, the boy is wearing shorts and a T-shirt.
   In Picture B, the boy is wearing jeans and a jacket.

3. Look at the pictures and answer your teacher's questions. Tell a story.

Suggested answer:

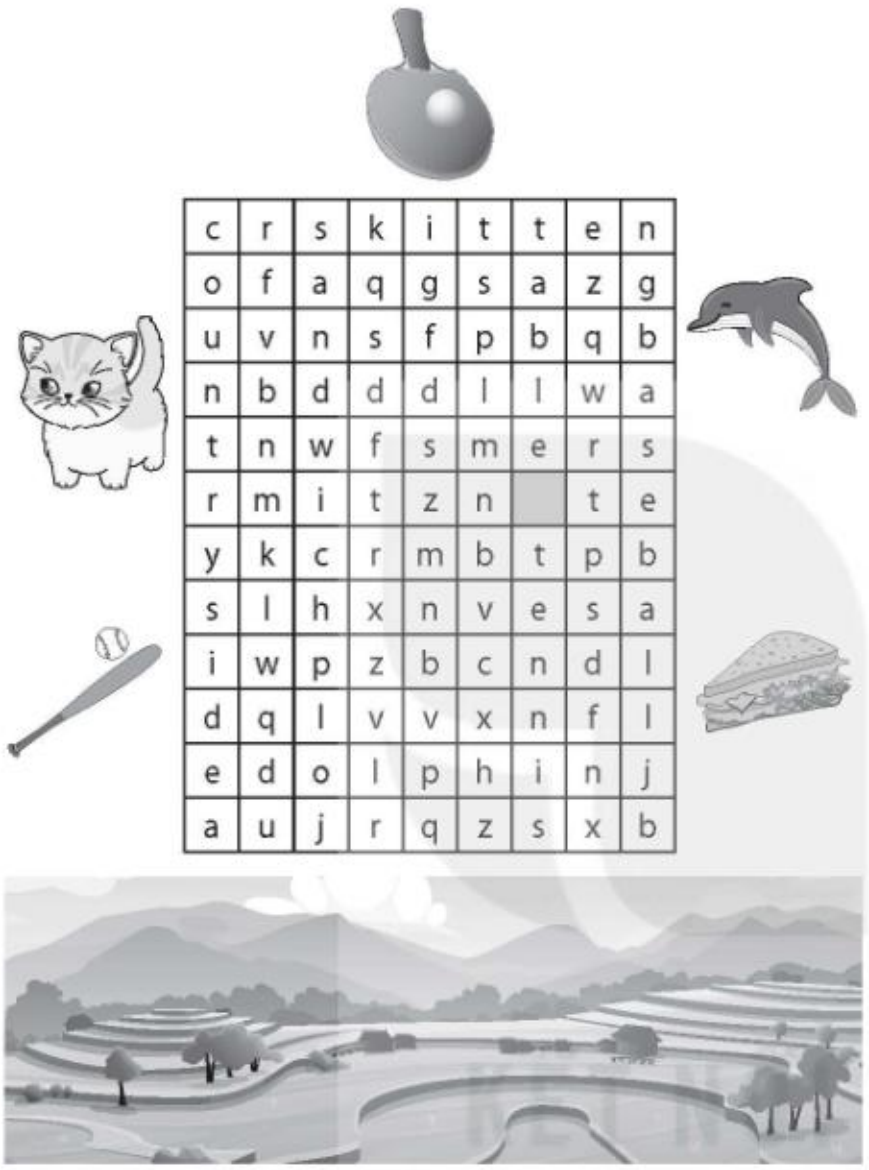
Trang is at Hoan Kiem Lake now. She wants to visit West Lake Water Park. It is about eight kilometres from Hoan Kiem Lake. She can get there by taxi. She thinks (that) West Lake Water Park is beautiful / a beautiful place.

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WORKSHEETS FOR FURTHER PRACTICE

Unit 1

Do the word search puzzle.



c	r	s	k	i	t	t	e	n
o	f	a	q	g	s	a	z	g
u	v	n	s	f	p	b	q	b
n	b	d	d	d	l	l	w	a
t	n	w	f	s	m	e	r	s
r	m	i	t	z	n		t	e
y	k	c	r	m	b	t	p	b
s	l	h	x	n	v	e	s	a
i	w	p	z	b	c	n	d	l
d	q	l	v	v	x	n	f	l
e	d	o	l	p	h	i	n	j
a	u	j	r	q	z	s	x	b

Unit 2

Do the word search puzzle.

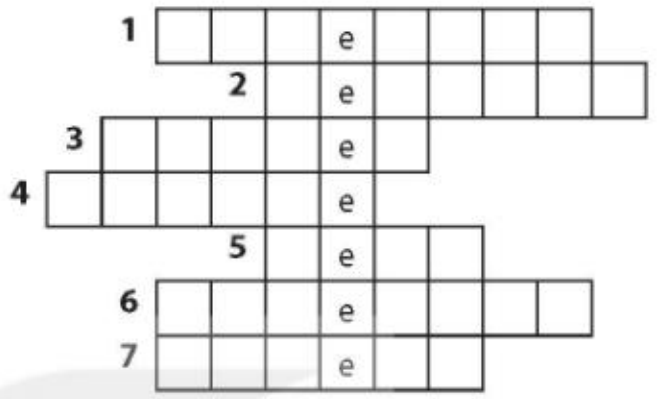
Circle the words: *building, house, lane, road, street, address, this* and *that*.

a	c	d	o	y	h	s	b	t	y	b
z	b	t	h	a	t	f	u	r	u	h
f	d	h	k	d	p	w	i	b	a	d
s	h	i	l	d	s	c	l	a	n	e
j	p	s	u	r	o	a	d	x	b	z
s	t	r	e	e	t	n	i	o	i	y
u	h	o	u	s	e	o	n	s	f	h
p	s	w	q	s	t	p	g	e	t	g

Unit 3

Do the word puzzle.

Each of the words has the letter *e*. Use the clues to find each word.



1. Minh is _____. He smiles and says "hello" to everyone.
2. Linh is _____. She shows us where to find the books.
3. Ben can solve puzzles quickly. He is so _____.
4. The kids are _____. They love playing sports and running around.
5. Mary keeps her room _____. She puts all her toys in their places.
6. Nam is _____ even on rainy days. He makes everyone feel good and smile.
7. Lucy always tells the truth. She is _____.

Unit 4

Read and match. Then make an example for each adverb of frequency.

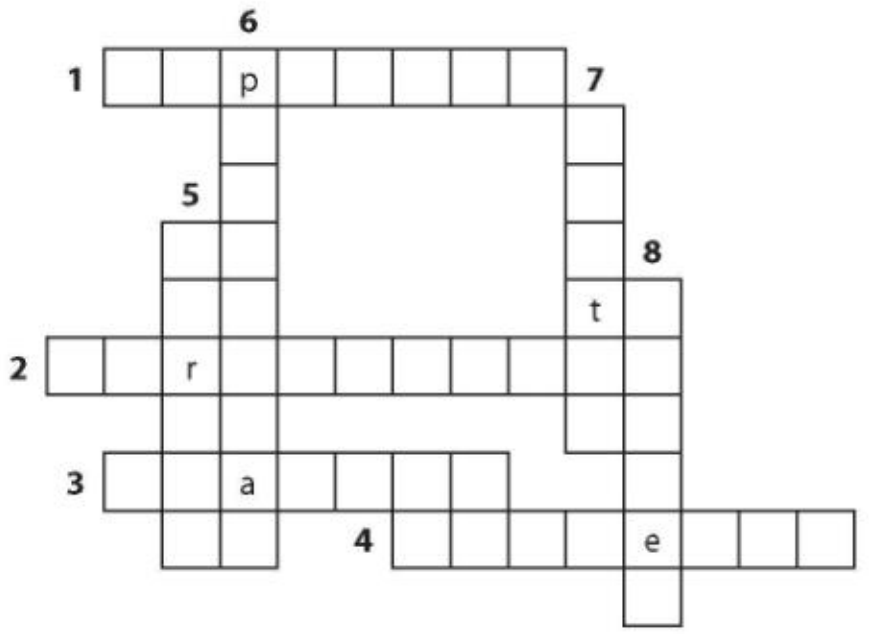
Adverbs of frequency	Definitions	Examples
1. always	a. not at any time	She never plays football.
2. usually	b. at times	_____
3. often	c. every time	_____
4. sometimes	d. not often	_____
5. rarely	e. many times	_____
6. never	f. most times	_____

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Unit 5

Do the word puzzle.

JOBS



ACROSS

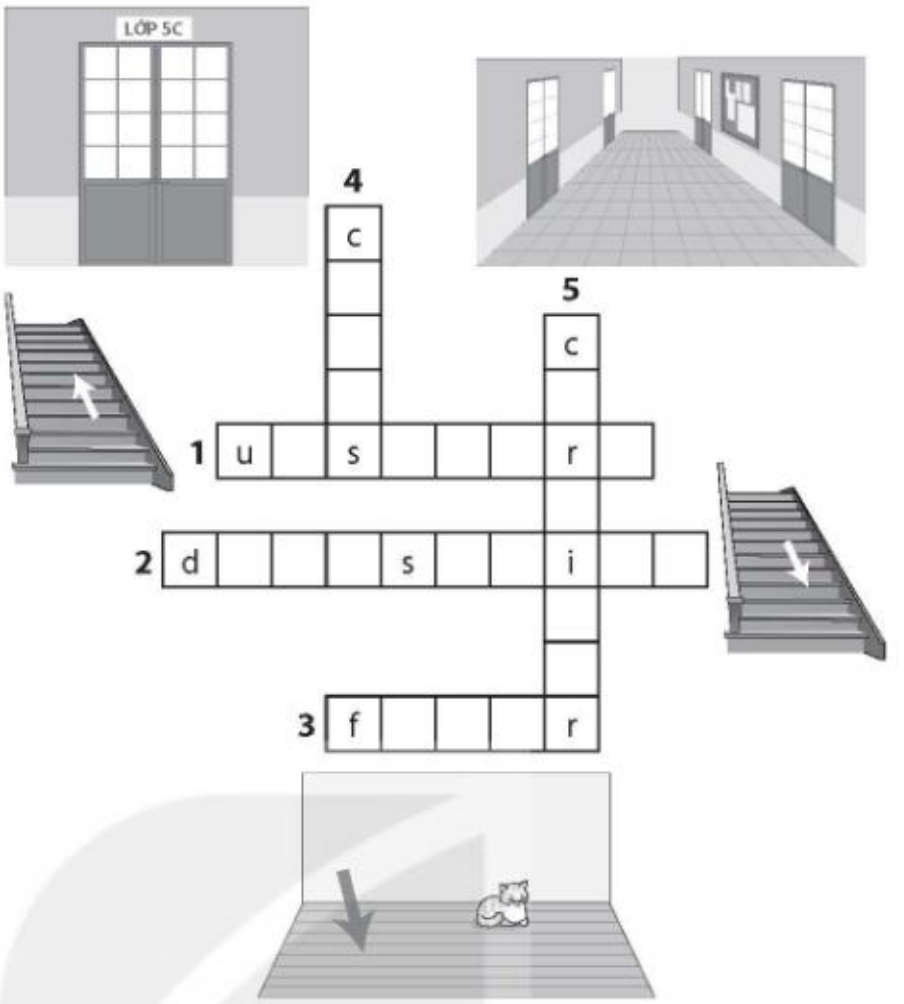
1. I collect and write the news for newspapers, the radio and the TV.
2. Call me when there is a fire.
3. Who helps you learn in a classroom and gives you homework?
4. I work in a garden. I plant plants and flowers.

DOWN

5. This person works on a farm and grows fruits and vegetables.
6. Who keeps us safe in the streets and wears a uniform?
7. I write books. What am I?
8. I drive a bus. I travel a lot. What am I?

Unit 6

Do the word puzzle.



Unit 7

Do the word search puzzle.

1. Circle the words: *solve, games, maths, problems, books, play* and *projects*. Then read them aloud.

a	b	r	t	u	x	z	g	h	p	o	w	v
f	e	c	b	k	o	x	a	b	m	z	l	c
d	s	b	e	l	r	e	m	v	g	y	z	o
j	g	o	h	p	w	s	e	c	r	h	k	j
p	r	o	b	l	e	m	s	q	b	p	u	w
l	l	k	f	d	a	a	m	b	d	r	w	h
a	i	s	p	z	o	t	w	y	u	o	a	q
y	q	t	y	b	c	h	f	s	r	j	u	k
h	j	l	k	x	z	s	o	l	v	e	j	n
s	i	p	w	t	y	d	s	a	d	c	b	r
u	p	e	n	l	k	y	o	z	h	t	g	p
t	i	p	o	v	a	h	r	q	f	s	t	y

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2. Complete the phrases.

books *maths problems* *games* *projects*

1. do _____
2. play _____
3. solve _____
4. read _____

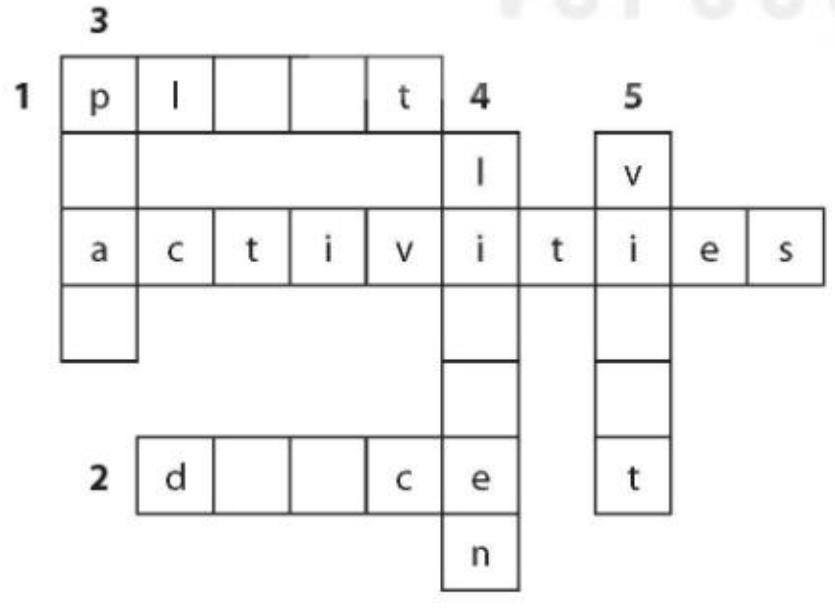
Unit 8

Do the puzzle.

1. I'm part of the school team. I stick things together. I'm a ____.
2. I come in colours, lively and thick. Kids love to draw with me. I'm a ____.
3. In maths class, I help you draw angles. I'm a ____.
4. I'm small, I live in your pencil case and I make your pencil pointy. I'm a ____.
5. Mistakes happen, and that's OK. I help you start again. I'm an ____.
6. I'm straight and long and I help you draw lines. I'm a ____.

Unit 9

Do the word puzzle. Then complete the sentences with appropriate verb forms.



ACROSS

1. They ____ trees at the farm yesterday.
2. We ____ around the campfire at the party last weekend.

DOWN

3. He ____ the guitar at the campsite last Saturday.
4. Yesterday afternoon, I ____ to music at home.
5. My family ____ London last year.

Unit 10

Do the word search puzzle.

Circle six verbs. Then complete the sentences with appropriate verb forms.

a	c	e	h	w	a	l	k
y	p	t	u	a	v	c	m
p	l	a	n	t	g	o	n
q	a	x	z	c	d	o	f
t	y	w	b	h	j	k	b

ACROSS

1. The children ____ around the lake in the park yesterday.
2. My classmates ____ vegetables with the farmers last Sunday.
3. We ____ to the cinema yesterday evening.

DOWN

4. My mother ____ computer games last night.
5. They ____ a film about farm animals yesterday morning.
6. Our teachers ____ lunch for us on our school trip last summer.

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Unit 11

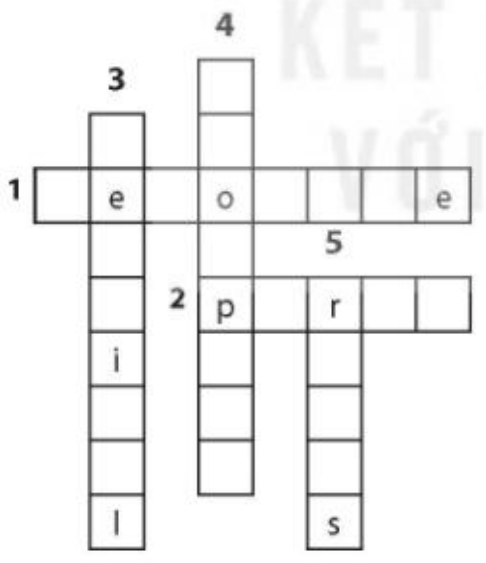
Do the word search puzzle.

Circle the phrases: *ate seafood, bought souvenirs, had lots of fun, took a boat trip, took photos, saw nice places, swam in the sea, went to the beach*. Then say them aloud.

b	t	o	o	k		p	h	o	t	o	s	s	s	a	w
o	o	c	b	x	v	u	m	n	z	k	w	a	w	b	e
u	o	t	y	u	l	n	x	w	i	l	k	w	a	z	n
g	k	d	v	w	b	k	r	i	b	t	m		m	w	t
h		z	q	e	c	r	t	i	q	v	z	n		k	
t	a	t	e		s	e	a	f	o	o	d	i	i	z	t
		v	w	c	h	r	y	u	x	k	l	c	n	i	o
s	b	x	z	r	k	j	n	c	m	t	x	e		w	
o	o	v	w	y	x	u	k	p	w	v	a		t	u	t
u	a	t	a	b	c	d	n	k	l	m	n	p	h	q	h
v	t	o	p	q	r	s	t	u	v	x	z	l	e	l	e
e		a	s	v	c	n	m	y	e	w	k	a		x	
n	t	t	z	x	q	r	o	v	i	w	x	c	s	z	b
i	r	z	h	a	r	z	k	u	w	z	q	e	e	g	e
r	i	w	v	t	p	a	m	r	x	l	z	s	a	x	a
s	p	a	b	c	d	w	j	k	h	s	w	k	t	y	c
h	a	d		l	o	t	s		o	f		f	u	n	h

Unit 12

Do the word puzzle.



ACROSS

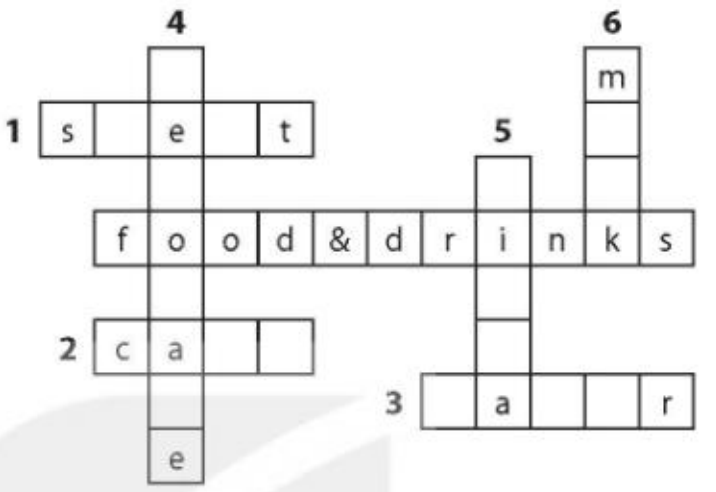
1. You buy nice pictures, balloons and lanterns. You want to ____ your house for Tet.
2. You go to the New Year ____ to meet a lot of people, sing songs, dance and eat delicious food.

DOWN

3. You want to see beautiful flowers. You go to a flower ____.
4. For Tet, you want to buy some food and drinks. You do the ____ in the supermarket.
5. For Tet, Vietnamese people often make *banh chung* and spring ____.

Unit 13

Do the word puzzle. Then complete the sentences with appropriate word forms.



ACROSS

1. Our teacher bought a lot of ____ for our class party.
2. My mother will buy a big ____ for my birthday party.
3. Would you like some ____?

DOWN

4. They'll drink apple juice and ____ at Mid-Autumn Festival.
5. We'll have burgers and ____ on Children's Day.
6. He doesn't like ____. His favourite drink is juice.

Unit 14

Read and write the words.

1. It is made from fruit. You drink it to get vitamins and stay healthy.	j_ _ _ _
2. You should eat plenty of them for a balanced diet. They can be colourful.	v_ _ _ _ _ _ _ _ _ _
3. This type of food comes from rivers or oceans. It is good for our hearts.	f_ _ _ _
4. They are physical activities. They keep you active.	s_ _ _ _ _
5. Players hit a shuttlecock to each other.	b_ _ _ _ _ _ _ _

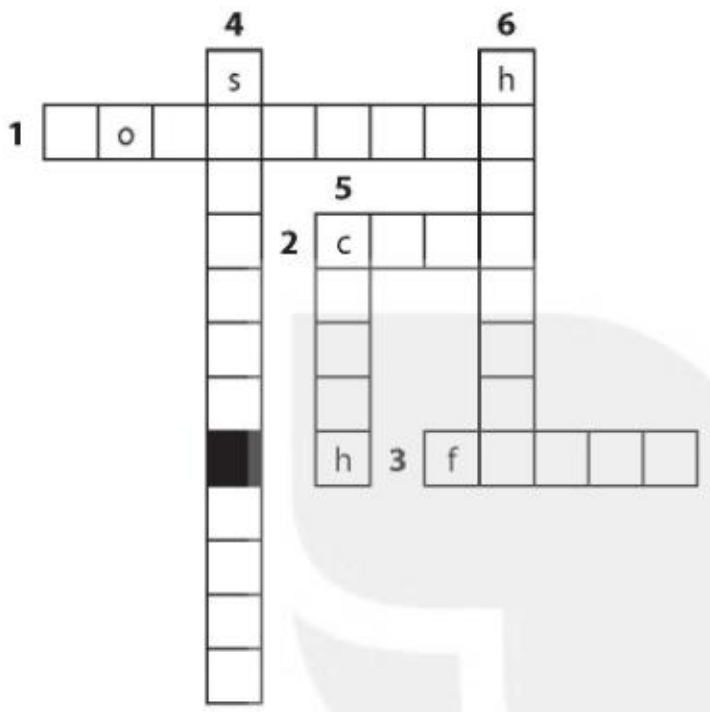
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6. You usually do this activity in a pool.	s_ _ _ _ _ _ _ _
7. It is a kind of exercise for your body and mind. You move slowly and stretch.	y_ _ _ _
8. It is the first meal of the day.	b_ _ _ _ _ _ _ _ _

Unit 15

Do the word puzzle.

HEALTH PROBLEMS



ACROSS

1. It happens when your tooth hurts.
2. You sneeze and have a runny nose. What problem do you have?
3. It happens when your body feels hot, and you may need to rest.

DOWN

4. When your stomach feels unhappy and hurts a little, you may have this.
5. You often make 'hack-hack' sound to clear your throat. What do you have?
6. You have this when you feel a pain in your head.

Unit 16

1. Do the word search puzzle.

Circle the words: *autumn, blouse, cold, cool, hot, jeans, jumper, season, skirt, spring, summer, weather, windy* and *winter*.

a	b	j	c	z	y	x	h	d	f	j
k	l	u	o	p	q	c	o	o	l	z
x	r	m	y	w	e	a	t	h	e	r
c	s	p	t	i	f	u	w	z	x	s
v	j	e	a	n	s	t	h	y	r	p
n	b	r	p	d	s	u	m	m	e	r
m	l	q	s	y	e	m	w	t	u	i
k	o	w	y	c	a	n	a	s	d	n
l	u	l	x	b	s	m	d	k	f	g
m	s	j	z	c	o	l	d	i	k	j
s	e	o	w	i	n	t	e	r	f	r
a	g	h	p	s	i	l	p	t	w	q

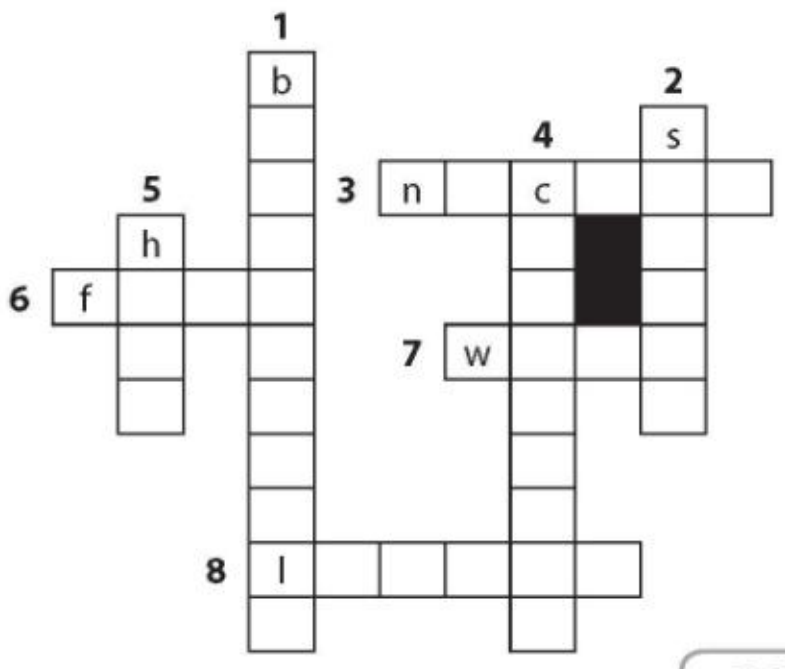
2. Group the words.

spring *blouse* *hot* *cold* *cool*
jumper *jeans* *skirt* *summer* *autumn*
windy *winter*

Seasons	Weather	Clothing

Unit 17

Do the word puzzle. Then ask and answer.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACROSS



3. sit n____



6. run f____

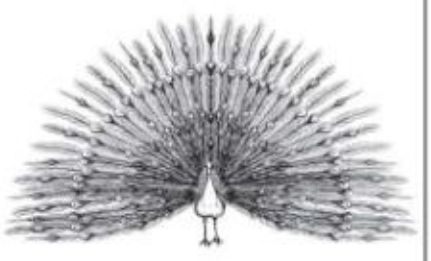


7. play the piano w____



8. roar l____

DOWN



1. dance b____



2. speak s____



4. drive c____



5. study h____

How did ____?

____.

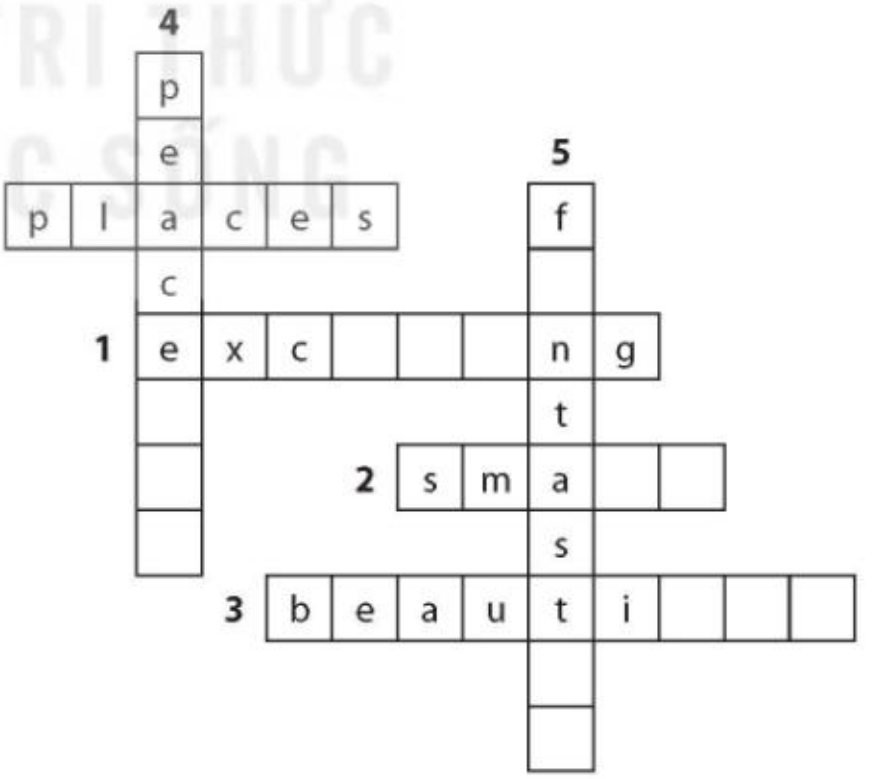
Unit 18

Read and write the words.

1. A lot of people travel on this together on roads.	b__ __
2. It's a big flying machine. It takes people high up in the sky.	ae__ __ p__ __ __ __
3. It has two wheels and two pedals. You ride it by pushing the pedals with your feet.	b__ __ y__ __ __
4. It's long, moves on tracks, and takes you on a ride with a 'chug-chug' sound.	t__ __ __ __
5. You get into this colourful car when you need a quick ride around the city.	t__ __ __
6. It's like a bicycle, but it's much faster and louder.	m __ __ __ __c__ __ __ __
7. It's a big boat. It carries a lot of people and cars across the water.	fe__ __ __

Unit 19

Do the word puzzle. Then complete the sentences with appropriate word forms.



ACROSS

1. I think London is big and _____.
2. Her village is _____ and quiet.
3. They live near a _____ lake.

DOWN

4. Ba Vi National Park is a _____ place to visit.
5. Huong River is _____ and beautiful.

Unit 20

Read and write the words.

1. This land is surrounded by seawater, like a little of its own.	i_ _ _ _ _ _
2. In this place, you can see colourful fishes and sea animals in tanks.	a_ _ _ _r_ _ _ _
3. People at this place grow fruit and vegetables in a healthy way.	e_ _ _-f_ _ _ _
4. In this building, you can learn about history, art, and many things from the past.	m_ _ _ _ _ _
5. This building reaches up to the sky and gives a great view of the city below.	t_ _ _ _ _
6. It's a wide and large place. There are many trees, plants and animals in it.	f_ _ _ _ _ _
7. It's a big and beautiful place to protect nature. When you visit it, you can explore nature, see animals, and enjoy the outdoors.	n_ _ _ _ _ _ _ _ _ p_ _ _ _
8. It's a big, open space in the middle of the city.	c_ _ _ _ s_ _ _ _ _ _ _

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

KEY FOR WORKSHEETS

Unit 1

c	r	s	k	i	t	t	e	n
o	f	a	q	g	s	a	z	g
u	v	n	s	f	p	b	q	b
n	b	d	d	d	l	l	w	a
t	n	w	f	s	m	e	r	s
r	m	i	t	z	n		t	e
y	k	c	r	m	b	t	p	b
s	l	h	x	n	v	e	s	a
i	w	p	z	b	c	n	d	l
d	q	l	v	v	x	n	f	l
e	d	o	l	p	h	i	n	j
a	u	j	r	q	z	s	x	b

Unit 2

a	c	d	o	y	h	s	b	t	y	b
z	b	t	h	a	t	f	u	r	u	h
f	d	h	k	d	p	w	i	b	a	d
s	h	i	l	d	s	c	l	a	n	e
j	p	s	u	r	o	a	d	x	b	z
s	t	r	e	e	t	n	i	o	i	y
u	h	o	u	s	e	o	n	s	f	h
p	s	w	q	s	t	p	g	e	t	g

Unit 3

1 f r i e n d l y
2 h e l p f u l
3 c l e v e r
4 a c t i v e
5 n e a t
6 c h e e r f u l
7 h o n e s t

Unit 4

Key (and suggested answers):

1. c He always listens to music on Sundays.
2. f She usually waters the flowers at the weekend.
3. e They often go for a walk in the park.
4. b I sometimes help my mother with the cooking.
5. d He rarely surfs the Internet in his free time.
6. a She never plays football.

Unit 5

JOBS

			6							
1	r	e	p	o	r	t	e	r	7	
			o						w	
		5	l						r	
			f	i					i	8
			a	c					t	d
2	f	i	r	e	f	i	g	h	t	e	r
			m	m					r	i
3	t	e	a	c	h	e	r			v
			r	n		4	g	a	r	d	e	n	e	r
										r				

Unit 6

				4					
				c					
				l			5		
				a			c		
				s			o		
1	u	p	s	t	a	i	r	s	
							r		
2	d	o	w	n	s	t	a	i	r	s
							d		
							o		
			3	f	l	o	o	r	

Unit 7

1.

a	b	r	t	u	x	z	g	h	p	o	w	v
f	e	c	b	k	o	x	a	b	m	z	l	c
d	s	b	e	l	r	e	m	v	g	y	z	o
j	g	o	h	p	w	s	e	c	r	h	k	j
p	r	o	b	l	e	m	s	q	b	p	u	w
l	l	k	f	d	a	a	m	b	d	r	w	h
a	i	s	p	z	o	t	w	y	u	o	a	q
y	q	t	y	b	c	h	f	s	r	j	u	k
h	j	l	k	x	z	s	o	l	v	e	j	n
s	i	p	w	t	y	d	s	a	d	c	b	r
u	p	e	n	l	k	y	o	z	h	t	g	p
t	i	p	o	v	a	h	r	q	f	s	t	y

2. 1. do projects

2. play games

3. solve maths problems

4. read books

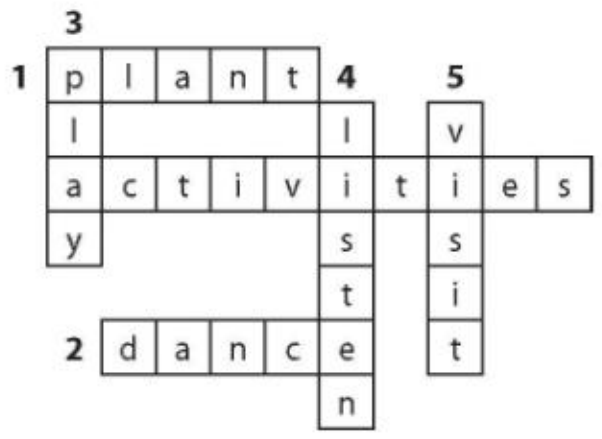
Unit 8

1. glue stick 2. crayon

3. set square 4. pencil sharpener

5. eraser 6. ruler

Unit 9



1. planted 2. danced 3. played

4. listened 5. visited

Unit 10

a	c	e	h	w	a	l	k
y	p	t	u	a	v	c	m
p	l	a	n	t	g	o	n
q	a	x	z	c	d	o	f
t	y	w	b	h	j	k	b

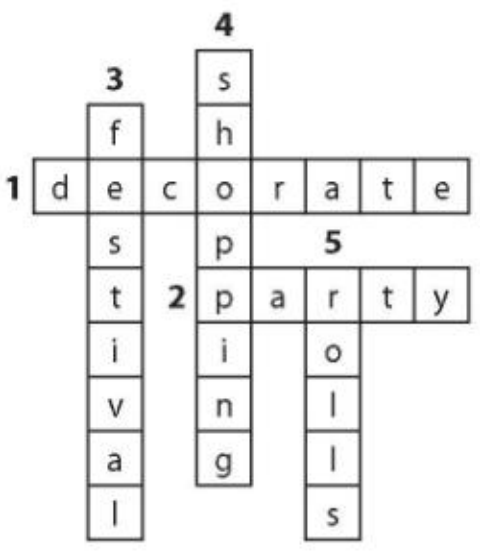
1. walked 2. planted 3. went

4. played 5. watched 6. cooked

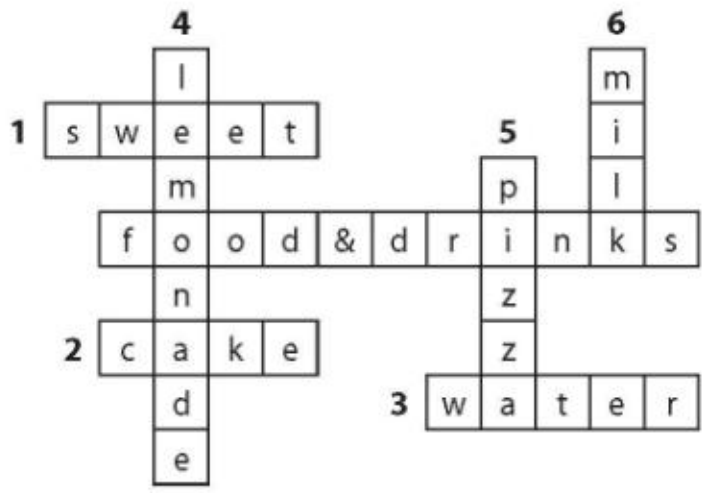
Unit 11

b	t	o	o	k		p	h	o	t	o	s	s	s	a	w
o	o	c	b	x	v	u	m	n	z	k	w	a	w	b	e
u	o	t	y	u	l	n	x	w	i	l	k	w	a	z	n
g	k	d	v	w	b	k	r	i	b	t	m		m	w	t
h		z	q	e	c	r	t	i	q	v	z	n		k	
t	a	t	e		s	e	a	f	o	o	d	i	i	z	t
		v	w	c	h	r	y	u	x	k	l	c	n	i	o
s	b	x	z	r	k	j	n	c	m	t	x	e		w	
o	o	v	w	y	x	u	k	p	w	v	a		t	u	t
u	a	t	a	b	c	d	n	k	l	m	n	p	h	q	h
v	t	o	p	q	r	s	t	u	v	x	z	l	e	l	e
e		a	s	v	c	n	m	y	e	w	k	a		x	
n	t	t	z	x	q	r	o	v	i	w	x	c	s	z	b
i	r	z	h	a	r	z	k	u	w	z	q	e	e	g	e
r	i	w	v	t	p	a	m	r	x	l	z	s	a	x	a
s	p	a	b	c	d	w	j	k	h	s	w	k	t	y	c
h	a	d		l	o	t	s		o	f		f	u	n	h

Unit 12



Unit 13

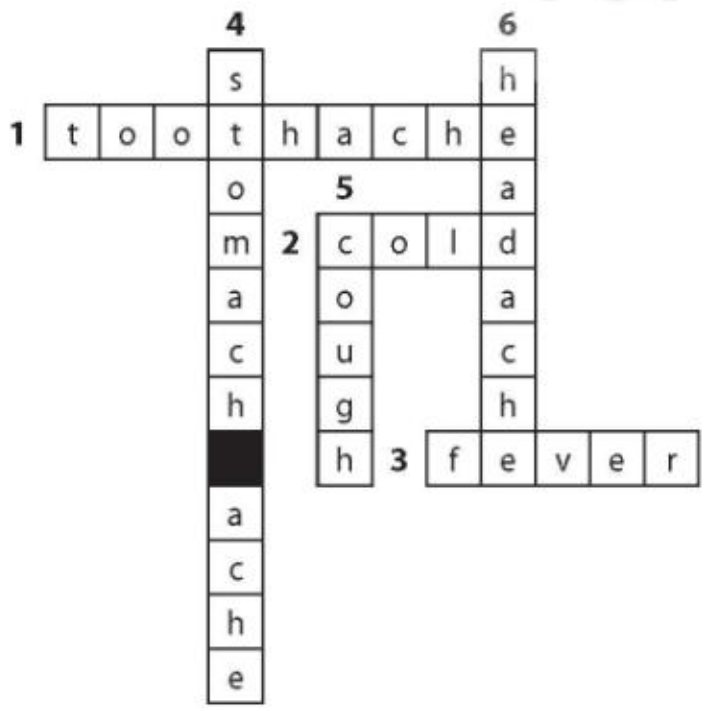


1. sweets
2. cake
3. water
4. lemonade
5. pizza
6. milk

Unit 14

1. juice
2. vegetables
3. fish
4. sports
5. badminton
6. swimming
7. yoga
8. breakfast

Unit 15



Unit 16

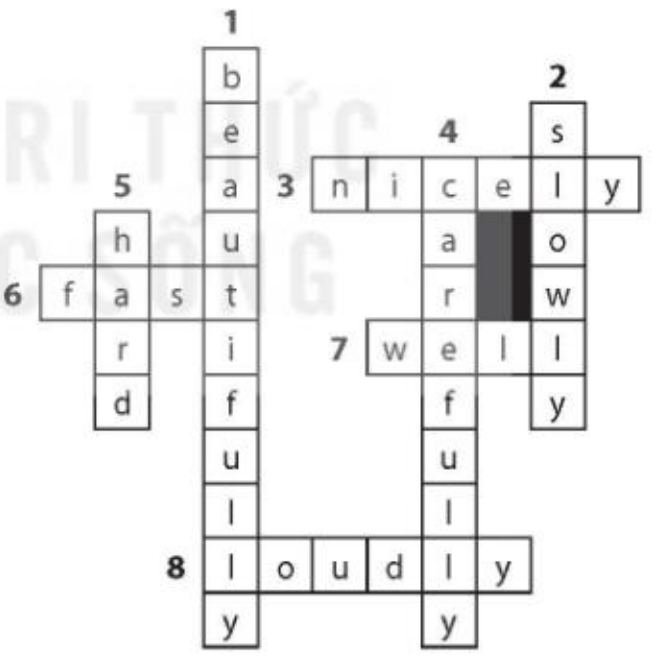
1.

a	b	j	c	z	y	x	h	d	f	j
k	l	u	o	p	q	c	o	o	l	z
x	r	m	y	w	e	a	t	h	e	r
c	s	p	t	i	f	u	w	z	x	s
v	j	e	a	n	s	t	h	y	r	p
n	b	r	p	d	s	u	m	m	e	r
m	l	q	s	y	e	m	w	t	u	i
k	o	w	y	c	a	n	a	s	d	n
l	u	l	x	b	s	m	d	k	f	g
m	s	j	z	c	o	l	d	i	k	j
s	e	o	w	i	n	t	e	r	f	r
a	g	h	p	s	i	l	p	t	w	q

2.

- **Seasons:** spring, summer, autumn, winter
- **Weather:** hot, cold, cool, windy
- **Clothing:** blouse, jumper, jeans, skirt

Unit 17



ACROSS

3. sit nicely
6. run fast
7. play the piano well
8. roar loudly

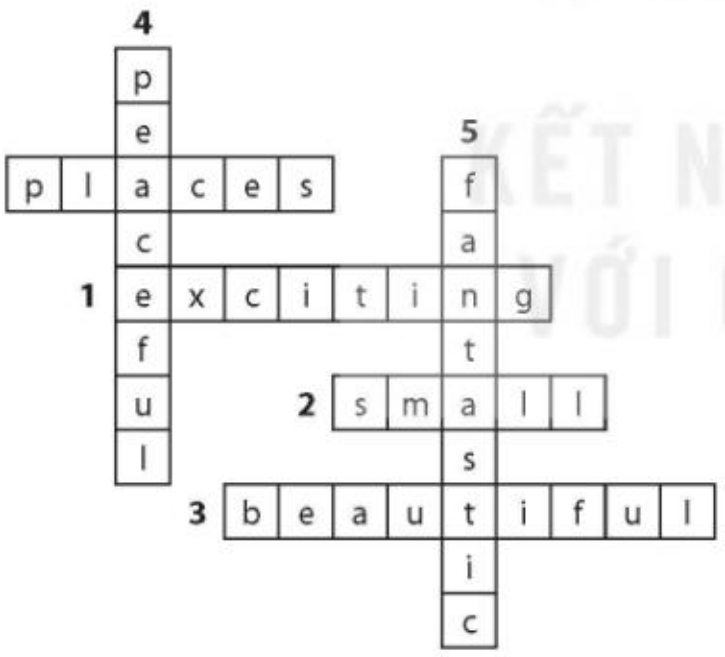
DOWN

1. dance beautifully
2. speak slowly
4. drive carefully
5. study hard

Unit 18

1. bus
2. aeroplane
3. bicycle
4. train
5. taxi
6. motorcycle
7. ferry

Unit 19



1. exciting
2. small
3. beautiful
4. peaceful
5. fantastic

Unit 20

1. island
2. aquarium
3. eco-farm
4. museum
5. tower
6. forest
7. national park
8. city square

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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Cơ sở in:.....
Số ĐKXB: ...../CXBIPH/...../GD
Số QĐXB: .../QĐ-GD-HN ngày ... tháng ... năm ...
In xong và nộp lưu chiểu quý ..... năm .....
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