BỘ GIÁO DỤC VÀ ĐÀO TẠO

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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



BOOK MAP

ME AND MY FRIENDS				
Competences	Sentence Patterns	Vocabulary	Phonics	
Unit 1 Nice to see you again		Page 6		
 Greeting and responding to greetings formally Saying and responding to <i>goodbye</i> 	 Good morning/Good afternoon/Good evening. Nice to see you again. Goodbye/Bye/Good night. See you tomorrow/See you later. 	morning, afternoon, evening, night, tomorrow, later, again, see, meet, Viet Nam, England	Linda night	
Unit 2 I'm from Japa	in	Page 12		
 Asking and answering questions about where someone is from Asking and answering questions about one's nationality 	 Where are you from? I'm from What nationality are you? I'm 	America, American, Australia, Australian, England, English, Japan, Japanese, Malaysia, Malaysian, Viet Nam, Vietnamese	Japan Vietnamese	
Unit 3 What day is it	today?	Page 18		
 Asking and answering questions about the days of the week Asking and answering questions about weekly activities 	 What day is it today? It's What do you do on + (name of the day)? I in the morning/in the afternoon. 	today, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, English	first Thursday her	
Unit 4 When's your l	oirthday?	Page 24		
 Asking and answering questions about dates Asking and answering questions about someone's birthday 	 What is the date today? It's When's your birthday? It's on the 	January, February, March, April, May, June, July, August, September, October, November, December, <i>ordinal numbers</i>	fourth March	
Unit 5 Can you swim	1?	Page 30		
 Asking and answering questions about what someone can/cannot do Asking and answering questions about whether someone can do something 	 What can you do? I can Can you? Yes, I can./No, I can't. 	can, ride, cook, skate, skip, sing, swim, swing, dance, play, guitar, piano, volleyball, table tennis, chess	sing swim	
Review 1		Page 36		



	ME AND MY SCH	OOL	
Competences	Sentence Patterns	Vocabulary	Phonics
Unit 6 Where's your	school?	Page 40	
 Asking and answering questions about where a school is Asking and answering questions about what class someone is in 	 Where's your school? It's in + (<i>place</i>). What class are you in? I'm in Class 	street, road, village, district, address, class, school, study	school skipping street
Unit 7 What do you l	ike doing?	Page 46	
 Asking and answering questions about what someone likes doing Asking and answering questions about someone's hobbies 	 What do you like doing? I like + verb-ing + (noun). What's your hobby? I like + verb-ing + (noun). 	swimming, cooking, collecting stamps, riding a bike, playing badminton, flying a kite, taking photographs, watching TV	flying playing
Unit 8 What subjects	s do you have today?	Page 52	
 Asking and answering questions about school subjects Asking and answering questions about when someone has a subject 	 What subjects do you have? I have When do you have? I have it on 	subject, IT (Information Technology), Maths, Music, Art, Science, Vietnamese, PE (Physical Education)	subje <mark>ct</mark> subje <mark>cts</mark>
Unit 9 What are they	doing?	Page 58	
 Asking and answering questions about what someone is doing Asking and answering questions about what people are doing 	 What's he/she doing? He's/She's What are they doing? They're 	listen to music, read, write, paint, make, watch, video, text, dictation, mask, plane, puppet, exercise	mask text
Unit 10 Where were	you yesterday?	Page 64	
 Asking and answering questions about where someone was in the past Asking and answering questions about what someone did in the past 	 Where were you yesterday? I was What did you do yesterday? I + verb-ed 	yesterday, at home, at the zoo, at school, on the beach, in the school library, listen, wash, water	listen <mark>ed</mark> watch <mark>ed</mark> paint <mark>ed</mark>
Review 2		Page 70	
Glossary		Page 74	



BOOK MAP

	ME AND MY F	ME AND MY FAMILY				
Competences	Sentence Patterns	Vocabulary	Phonics			
Unit 11 What time is it	?	Page 6				
 Asking and answering questions about time Asking and answering questions about daily routines 	 What time is it? It's + (time). What time do you? I at + (time). 	time, get up, go to school, have (breakfast/lunch/ dinner), go home, go to bed, TV, o'clock, a.m., p.m., in the morning/afternoon/evening, at noon	cook book noon school			
Unit 12 What does you	ır father do?	Page 12				
 Asking and answering questions about someone's job Asking and answering questions about places to work 	 What does your do? He/She's a Where does he/ she work? He/She works in 	farmer, nurse, doctor, driver, worker, student, clerk, hospital, field, factory, office	field piece teacher reading			
Unit 13 Would you like	some milk?	Page 18				
 Asking and answering questions about favourite food and drink Offering someone food or drink and accepting/ declining someone's offer 	 What's your favourite food/ drink? It's Would you like some? Yes, please./No, thanks. 	chicken, beef, fish, pork, rice, noodles, bread, vegetables, milk, orange juice, water, lemonade	beef leaf fish dish			
Unit 14 What does he	ook like?	Page 24				
 Asking and answering questions about someone's physical appearance Making comparisons 	 What does he/she look like? He's/She's Who's + (comparative)? is + (comparative). 	old, young, big, small, slim, strong, tall, short, thick, thin, <i>comparatives</i>	this that thin thick			
Unit 15 When's Childre	en's Day?	Page 30				
 Asking and answering questions about when a festival is Asking and answering questions about what people do at a festival 	 When is + (<i>festival</i>)? It's on the What do you do at/on + (<i>festival</i>)? I 	Tet, New Year, Children's Day, Teachers' Day, Christmas, festival, wear, decorate, lucky money, <i>banh chung</i> , firework display, grandparents	clothes close flowers floor			
Review 3		Page 36				

ME AND THE WORLD AROUND					
Competences	Sentence Patterns	Vocabulary	Phonics		
Unit 16 Let's go to the	bookshop	Page 40			
 Making and responding to suggestions to go somewhere Asking for and giving reasons for going somewhere 	 Let's go to the Great idea!/Sorry, I'm busy. Why do you want to go to the? Because I want to 	sweet, chocolate, medicine, pharmacy, bakery, swimming pool, bookshop, sweet shop, supermarket, cinema, buy, film, hungry, busy	book book shop ba ke ry su per mar ket		
Unit 17 How much is the	ne T-shirt?	Page 46			
 Asking and answering questions about prices of clothes (singular) Asking and answering questions about prices of clothes (plural) 	 How much is the? It's How much are the? They're 	how much, dong, scarf, blouse, jacket, skirt, jumper, jeans, shoes, trousers, sandals	'sandals 'trousers 'jumper 'jacket		
Unit 18 What's your ph	one number?	Page 52			
 Asking and answering questions about phone numbers Accepting and declining an invitation 	 What's your phone number? It's Would you like to? I'd love to./ Sorry, I can't. 	phone number, mobile phone, go for a picnic, go for a walk, go fishing, go skating, free	re'peat en'joy in'vite com'plete		
Unit 19 What animal d	o you want to see?	Page 58			
 Asking and answering questions about someone's desire Expressing reasons 	 What animal do you want to see? I want to see I like because/I don't like because 	zoo, animal, kangaroo, crocodile, elephant, tiger, monkey, zebra, bear, funny, scary, big, fast, beautiful, friendly, want	'crocodile 'elephant 'wonderful 'beautiful		
Unit 20 What are you g	joing to do this sui	mmer? Page 64			
 Asking and answering questions about where someone plans to go Asking and answering questions about what someone plans to do 	 Where are you going this summer? I'm going to What are you going to do? I'm going to 	summer, summer holidays, sea, hotel, sandcastle, seafood, delicious, stay, build, go on a boat cruise	de'licious e'normous No'vember De'cember		
Review 4		Page 70			
Glossary		Page 74			



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INTRODUCTION

TIÊNG ANH 4 is the second level of the three-level English textbook series for Vietnamese primary school pupils learning English as a foreign language (EFL). The series follows the curriculum approved by the Ministry of Education and Training in August 2010, and covers a communicative, theme-based and learner-centred approach to the basic English language skills, with emphasis on listening and speaking for early levels.

UNIT COMPONENTS

Tiếng Anh 4, Student's Book follows a sequence of presentation, practice and production to develop English at a basic level through four themes, twenty topic-based units and four review units. The book is richly illustrated and cross-curricular in format to provide pupils with easy-to-grasp, memorable lessons and an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to one of the four themes: *Me and My Friends, Me and My School, Me and My Family* and *Me and the World Around*, all of which are designed to invoke a sense of familiarity. The activities in the lessons are organized to facilitate the development of listening, speaking, reading and writing.

Each lesson provides material for two teaching periods (equal to seventy minutes). The first two lessons focus on two language competences of the units. The lessons contain a wide range of activities arranged in a logical progression, helping pupils to develop critical thinking, coordination and the ability to interact with each other as they learn to understand and use English in both its spoken and written forms.

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

The Student's Book creates a feeling of familiarity through the appearance of both Vietnamese and foreign characters, such as *Mai*, *Nam*, *Quan*, *Phong*, *Linda*, *Peter*, *Tom* and *Tony*.

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



LESSON 1



Lesson 1 focuses on the first language competence of the unit and consists of five sections.

1. Look, listen and repeat.

This section presents the contexts in which the first language competence is introduced. It provides pupils with reading, listening and oral practice.

2. Point and say.

This section provides for the controlled practice of the first language competence, key vocabulary and grammar points. Mechanical drills such as repetition, substitution, questionand-answer and transformation help pupils to get familiar with vocabulary and grammar structures before they can reproduce the language in a wider context.

The second part of this section encourages pupils to reproduce the language they have just learnt in a real context or using facts about themselves. The section also encourages and guides pupils to interact with their peers.



3. Listen and tick/match.

This section focuses on improving listening skills. Pupils look at the pictures as they listen to the recording and show their comprehension by putting a tick (\checkmark) in the appropriate box or matching the pictures.

4. Look and write.

This section helps pupils to use the vocabulary and structures they have learnt. They are asked to fill the gaps using visual and/or textual prompts.

5. Let's sing.

This section contains an interesting and easy-to-learn song. The song helps pupils to practise the pronunciation, stress, rhythm and intonation of English through TPR and interaction with each other.



LESSON 2



Lesson 2 focuses on the second language competence of the unit and consists of six sections. The components of the first two sections in Lesson 2 (**1. Look, listen and repeat** and **2. Point and say**) follow the same pattern as in Lesson 1.

3. Let's talk.

This section invites pupils to practise the language they have learnt in Lesson 1 and Lesson 2, using facts about themselves whenever possible. The section also encourages and guides pupils to interact with their peers.



4. Listen and number/circle/draw/ write.

This section presents pupils with another listening activity. They listen to the recording and indicate their comprehension by numbering the boxes in the correct order, circling the correct options, drawing the correct items or writing the correct words/phrases.

5. Look/Draw and write.

This section helps pupils to use the vocabulary and structures they have learnt in Lesson 1 and Lesson 2. They are asked to write the correct words/phrases and/or draw the correct items, using visual and/or textual prompts.

6. Let's play.

This section provides pupils with a simple and easy-to-play game which allows them to reproduce the language they have learnt.



LESSON 3



Lesson 3 focuses on phonics, and reading and writing skills. It contains six sections.

1. Listen and repeat.

This section teaches phonics, focussing on vowels, consonants, consonant clusters, syllables and word stress, which young Vietnamese learners might find problematic. Words which appear frequently in the vocabulary or structures of the unit are used as examples. Pupils become familiar with the sounds and word stress by listening and repeating.

2. Listen and circle/tick/number/ write. Then say aloud.

This section helps pupils to practise the phonics and word stress they have learnt. Pupils listen to the recording and circle, tick, number or write the correct answers, then read aloud the sentences.

3. Let's chant.

This section contains a chant which uses sounds, words or structures that pupils have learnt in the unit. Like songs, chants are a helpful way of practising the pronunciation, stress, rhythm and intonation of English.

	nd answer. 🥸 😂	
	Do Thuy Hoa Wr.Ha Noi, Vise Nam Nguyen Du Primary School 4A	STUDENT'S CARD Name: Hometown: School: Class: 43 Nevren Du Primary School
1. Wha	t is the girl's name?	3. What is the boy's name?
2. Whe	re is she from?	4. Where is he from?
	about you. 🖻 our name, your hometown ar	id your school.
My name	e is	
	ກ	
My scho	ol is	
6 Project	t 🥨	
Then loo	card about yourself. ok at your classmate's card the teacher about him/her.	
Name: _		
Hometo	wn:	
School:		
		Unit 1 Nice to see you again

4. Read and answer/complete/tick/ number/write.

This section aims to improve pupils' reading comprehension. It provides pupils with different types of texts. Pupils show their understanding of the texts through answering questions, completing sentences, ticking *True* or *False*, numbering pictures or writing words/phrases.

5. Write.

This section aims to improve pupils' writing skills. It asks pupils to write about the topic of the unit, personalizing it where possible. Here pupils have an opportunity to revise the main vocabulary/sentences/structures in the unit.

6. Project

This section provides pupils with a creative project to carry out independently or in groups. The purpose of this section is to foster cooperation and interaction among the class.



TEACHING THE UNIT COMPONENTS

Look, listen and repeat. (Section 1, Lesson 1 and Lesson 2)

- Tell pupils what they are going to learn in the lesson, i.e. the target language competence (e.g. *Greeting and responding to greetings*). This is very important at the beginning of the lesson, because pupils can only perform well if they understand what is expected.
- Have pupils look at the pictures to discuss the context or the story in which the language is used. Ask them questions such as Who are they? Where are they? What are they doing/talking about? Explain each context and how the language is used in it. Focus pupils on the language competence of the unit.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. If there is time, ask some pairs to act out the language in the contexts or the story.

Point and say. (Section 2, Lesson 1 and Lesson 2)

- Tell pupils that they are going to practise using the target language competence.
- Have them look at the speech bubbles to understand how the language is used. Ask them to look at the pictures to identify how the language is used in different contexts. Teach the new words and/or phrases under the pictures.
- Point to the first picture and do the task with one pupil as a model, using the expressions in the bubbles and the picture cues. Ask pupils to say the expressions or exchanges chorally and individually. Repeat the same procedure with the rest of the pictures. Then tell them to practise in pairs, using the prompts in the bubbles and the picture cues.
- Call a few pairs to act out the dialogue

in front of the class. Check as a class and correct pronunciation, if necessary.

- For the second part of the activity, tell pupils that they are going to practise using the target language competence with information from their own lives.
- Ask them to work in pairs or small groups, practising the language competence. Monitor the activity and offer help, if necessary.
- Ask some pairs to role-play in front of the class.

Let's talk. (Section 3, Lesson 2)

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves whenever possible. Remind them how to use the target language competences.
- First, ask them to look at the suggested questions. Then ask a pair to ask and answer the questions as an example. Put the exchanges on the board and do choral and individual repetition, if necessary.
- Have pupils work in pairs, acting out the language they have learnt.
- Call on a few pairs to act out the exchanges in front of the class. Correct the pronunciation, if necessary.
- In order to facilitate peer-review and informal learning, encourage pupils to observe and give comments in English or Vietnamese. Comments may focus on language, performance and attitude (e.g. All correct./You made a mistake./Good pronunciation.)

Listen and tick/match/number/ circle/draw/write. (Section 3, Lesson 1 and Section 4, Lesson 2)

 Tell pupils that they are going to listen to the recording and tick/match/ number/circle/draw/write the appropriate pictures/words/phrases to show their comprehension.



- Have them look at the pictures to identify the similarities and differences, or read the sentences and guess the words/phrases to fill in the gaps. Check understanding.
- Play the recording a few times. Ask pupils to listen to the recording and tick/number/ circle the correct pictures/words/phrases. Tell them not to worry if they cannot understand every word, and that they should focus on the information they need to complete the task.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Look/Draw and write. (Section 4, Lesson 1 and Section 5, Lesson 2)

- Tell pupils that they are going to fill the gaps in the sentences or draw the correct items using visual and/or textual prompts.
- Give them a few seconds to look at the example to understand what information they need to fill the gaps. Check comprehension.
- Give them time to do the task independently. Go around and offer help. If necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences or exchanges. Explain common mistakes.

Let's sing/chant. (Section 5, Lesson 1 and Section 3, Lesson 3)

- Tell pupils that they are going to sing a song/say a chant.
- Have them read each line of the lyrics. Explain the new words or structures, if necessary. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song/chant line by line. When pupils are familiar with the tune/ rhythm, ask a group to the front of the class to sing the song/say the chant. The class

may sing/say along and clap hands or do actions.

 Have the class sing the song/say the chant again and clap their hands or do actions to reinforce the activity.

Listen and repeat. (Section 1, Lesson 3)

- Tell pupils that they are going to practise saying the target words, paying attention to the target sounds, number of syllables or word stress.
- First, put the target letters and/or words on the board or have pupils point to them in their books. Play the recording and ask them to repeat a few times. Draw their attention to the target sounds, number of syllables or word stress. Then write the sentences on the board. Play the recording a few times and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

Listen and circle/tick/number/write. Then say aloud. (Section 2, Lesson 3)

- Tell pupils that they are going to listen to the recording, circle/tick/number the correct options and/or write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill in the blanks.
- Have them listen to the recording and circle or tick the appropriate options. If necessary, have them listen to the recording more than once. Give them time to do the task independently. Go around and offer help, if necessary.
- Have pupils swap their answers before checking as a class. Then tell them to say the sentences aloud.

Read and answer/complete/tick/ number/write. (Section 4, Lesson 3)

- Tell pupils that they are going to read the text and do the task that follows.
- First, get them to look at the questions under the text to identify the information they need. Then ask them to read the text, focusing on the target information. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, ask pupils further questions about the text.

Write. (Section 5, Lesson 3)

- Tell pupils that they are going to write/ complete a short paragraph about the topic of the unit.
- Give them a few seconds to look at the picture cues or suggested sentences/ideas in silence. Have pupils work in pairs or groups to discuss what they are going to write. Check comprehension.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers and read. If there is time, ask one pupil to write the paragraph on the board and discuss it with the class.

Let's play. (Section 6, Lesson 2)

- Tell pupils that they are going to play a game. You may refer to the *Games* section for the rules of the games.
- Make sure pupils understand clearly how to play the game by demonstrating it in front of the class with a few pupils. Check comprehension.

- Ask pupils to play the game in teams or groups.
- Team games are more competitive and more exciting. Keep the score on the board and encourage a spirit of cooperation. You may prepare small prizes for the winners.

Project (Section 6, Lesson 3)

- Tell pupils that they are going to do a project.
- Explain the project clearly to pupils. Prepare the necessary materials (e.g. scissors, crayons, cards, rulers). Then have pupils do the project in pairs or groups. When the project is finished, ask pairs or groups to present their results to the class. If there is not enough time in class, you may give the project as homework.
- Projects occur at the end of all units. They help reinforce what pupils have learnt, and foster creativity, cooperation and interaction.

GENERAL TEACHING SUGGESTIONS

- The following guidelines are for reference when you first use this coursebook in your class. Feel free to make any adjustments, as it is you who knows your particular teaching conditions and what your pupils need to learn.
- It is advisable to go through the contents of the lesson and the teaching notes before you go into the classroom. This will familiarize you with the material and tell you what to prepare for the lesson and what activities to conduct.

Warm-up

• You should do a warm-up activity at the start of every lesson. This is a short activity (from two to five minutes) to draw pupils' attention to the way in which English is used. It is a good way to revise the previous lesson and to lead into the new one, as well





as to check what your pupils already know. There are various warm-up activities you can do with your class. You can choose one which suits the lesson and your pupils the best (e.g. You can get pupils to sing a song or play a game such as *Simon says*, *Pelmanism*, *Bingo*, *Slap the board* or *Charades*.)

Classroom management

Pair work

- It is advisable to vary the pairs of pupils.
- If the number of pupils is uneven, two pupils can share one role. Pupils should change their partners regularly in order to change the working atmosphere.
- You can get a "closed pair" (two pupils who sit next to each other) or an "open pair" (two pupils who sit apart from each other in the classroom) to demonstrate an activity, if necessary.

Group work

- It is useful to divide pupils into groups of four or six according to some criteria, e.g. they have the same birthdays or hobbies. Separate pupils who are disruptive and encourage them by praising them when they cooperate.
- As pupils work in pairs or in groups, it is important to monitor the activity. Circulate and offer help, if necessary, but remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently. Look at their ability to use English, as well as the problems or difficulties they encounter during the activity. This will help you to prepare for revision work later.

Time management

 The activities should be timed and should be stopped before pupils lose interest or become distracted. A routine should be established for stopping an activity, such as putting your hand up or giving two claps to signal the end of the activity.

Praise

• Young learners love to be praised. When pupils perform an activity well, it is a good idea to praise them (*Good. Very good. Great. Well done. Good job. I like your role-play. Your pronunciation is good ,* etc). If a pupil cannot do a task, it is advisable to encourage him/ her (*Try again* or *Have another try*, etc.)

Classroom language

- English should be used as much as possible in instructions and classroom management. This reinforces the language pupils are learning. In order to help them understand English, it is useful to accompany your English with some gestures. When you introduce more difficult ideas, you may use Vietnamese.
- The instructions should be simple, clear and logical to ensure pupils feel comfortable and know what they are required to do.
- Classroom language can be divided into receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and use the productive classroom language when interacting with the teacher or with other pupils. The following phrases are suggested instructions and expressions for use in your class teaching:

Receptive classroom language

Answer this/the question. Ask a auestion. Ask your neighbour/partner a question. Check your answers in pairs/groups. Close your books. Copy it into your notebook/onto a piece/ onto a sheet of paper. Correct/Not quite right. Draw a picture of ... Goodbye/Bye. Hello/Hi/Good morning/Good afternoon. Here it is/you are. How do you spell it in English? I don't think so. Listen to Linda/this/the dialogue/story/ dialogue between Nam and Mai. Listen. Look at this/the board/picture(s)/photo(s)/ puppet(s). Look. Open your books. Put up your hand. Put your books away. Quiet, please. *Read this/the word(s)/dialogue aloud.* Repeat after me, please. Repeat, please. Say it aloud. Say it in English/Vietnamese. Say it. Sit down, please. Spell it/the word(s). Stand up, please. Talk to your partner. Try again. Well done/Excellent/That's right/That's not correct.

Work on your own. Write a question. Write a sentence of your own. Write the answer to this/the question. Write the answers to these/the questions. **Productive classroom language** Not yet./l've done it. Can I borrow your pen/pencil/rubber? I think it's ... I understand/I don't understand. I'm sorry. I can't remember. I'm sorry. I don't know. *Is this/that right?* It's my/your qo/turn. I've got one wrong/two right. Me too. Please. See you again/tomorrow/on Sunday/next week. Thank you/Thanks/Many thanks. What does it/this word/sentence mean? What's ... in Enalish?

What's number one/two/three/four?

How to end the lesson

- In order to establish a classroom routine, it is advisable to end the lesson in a way which suits your teaching situation. If pupils stay in the classroom for other classes, you can give a signal to end the lesson such as putting your hand up, clapping your hands or tapping the board and saying *It's time to stop*, and get pupils to say *Goodbye*. See you next time. when you leave the room.
- If there is time, you can round off the lesson with a song, rhyme, chant or game that pupils have learnt in the unit.



ACTIVITIES BANK

Spelling and writing

 Write the focus words on the board. Assign one word to each pupil to copy down onto a piece of paper. Collect the pieces of paper and put them into a box. Erase the words from the board. Put pupils into teams of four. Have the teams take turns picking a piece of paper and say the word aloud. The quickest team to raise their hands and spell the word correctly wins a point. The team with the most points at the end of the game wins.

Dictation

 Apart from reading aloud the focus words for pupils to spell, you may put pupils into pairs and ask them to take turns reading aloud the words while their partners write them on a piece of paper. They can then check each other's answers.

TPR technique (Total Physical Response)

- TPR is a language teaching technique which helps pupils to associate language with particular actions, thus enhancing their understanding. It is a fun way to help pupils to understand the language without putting too much emphasis, at this early stage, on producing accurate English. The procedure of using TPR as a teaching technique is as follows:
- Play the recording or read the text. Teach pupils some actions associated with the text and practise with them a few times.
- Have them close their books. Ask them to say the text again, giving them some prompts and doing the actions to remind them of the text.

GAMES

Bingo

 Draw a word grid on the board and ask pupils to copy it. Have them tell you the words they have learnt in their lessons. List the words on the board. Each pupil chooses nine words from the list to copy into their grid. While they are doing this, copy each word onto a piece of paper, put the pieces of paper into a bag and mix them up. Select pupils to pick out a piece of paper and call out the word. Pupils with that word in their grid can cross it out. The quickest pupil to cross out an entire row of words in their grid and call out *Bingo* is the winner. You can continue the game until a pupil has crossed out all the words.

Find someone who ...

 Tell pupils that they have to find someone in the class who fits your description. Use target words in the unit (e.g. *Find someone who is tall and is writing in their notebooks.*) The quickest pupil to point to that person and say his/her name is the winner. You may also invite a pupil to give the instruction.

Guessing game

Divide the class into groups of four or five. A pupil in Group 1 says a sentence about an object or animal, without saying the name of that object or animal, while the other groups guess. Group 1 continues to say sentences until any of the other groups can guess the object or animal correctly and wins a point. The groups take turns saying sentences about an object or animal. The one which gets the most points at the end of the game is the winner.

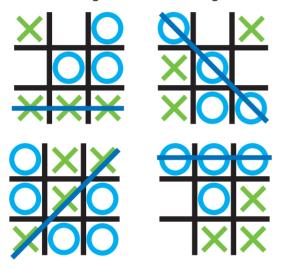
Pass the secret!

 The game is played in groups of six or seven. Ask pupils to line up in rows. Whisper a sentence to the first pupil in each row. The first pupil then whispers the sentence to the second one. The last pupil in the row says aloud the sentence she/he heard. The group that says the sentence correctly in the shortest time wins the game.



Tic-tac-toe

On the board, draw a traditional tic-tac-toe grid of 3x3 squares. In each square, write a language item for pupils to complete (e.g. *Do you like ____? What lessons ____? Why do you ____?*) Put pupils into pairs. One is the *X* pupil and the other one is the *O* pupil. They should take turns completing one language item. They score an X (or O) for each sentence that is grammatically correct. The pupil who is the first to put three respective Xs (or Os) in a horizontal, vertical or diagonal row wins the game.



Charades (Miming)

 This is a great game to revise vocabulary. Divide the class into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they get a point. Switch the teams and let the second team act out a word while the first team guesses. You may need to do the actions with the teams if they are shy at first.

Pelmanism

 This is a card game for revising vocabulary and training memory. Prepare cards, each with a target vocabulary item on one side, and equal number of cards, each with a picture representing one of the target words. Put pupils into groups of six and give each group a set of cards. (You may prepare one set of cards and then photocopy them.) Each group should shuffle the cards and distribute them face down on the table. Each player in turn selects two cards and turns them face up. If they show a word and a picture which match, that player wins the pair and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has a go. The game ends when all the cards are gone. The winner is the player with the most cards.

Physical line-up

This is a structure/grammar game. Prepare slips of paper with target sentences on. Then cut each of them into two halves and put all slips into a box. Ask pupils to each draw a slip of paper from the box. (The number of pupils should equal the number of slips in the box.) They should show the paper to the others and try to find the matching sentence halves, stand next to each other, and say the sentences aloud. The quickest group to say the correct sentence wins a point. Put the slips of paper back into the box and invite another group of pupils to continue the game.

Simon says ...

This is a fun and classic game. You can play this game to revise the target grammar and/or vocabulary items with pupils. The teacher (or a pupil) instructs the class to carry out actions by saying, for example, *Simon says touch your nose* or *Simon says stamp your feet*. If the teacher does not begin the instruction with *Simon says*, pupils should not follow the instruction. Anyone who fails to follow an instruction preceded by *Simon says*, or follows an instruction not preceded by *Simon says*, is out of the game. The last pupil who remains is the winner.



Kim's game

- This is a memory game for revising vocabulary. Collect a group of items of the same type, e.g. school things. Arrange the items on a desk and cover them with a piece of cloth, without pupils seeing them. Have a brief discussion with the class on what might be under the cloth, based on the shape and size of what they can see.
- Divide the class into groups. Show the class the items under the piece of cloth for 60 seconds. Then cover the items again and ask each group to write down the names of as many objects as they can remember. Groups get a point for each correct item. The group with the most points wins the game.

Slap the board

This is a fun game which reinforces the association between written and spoken words. Prepare some rolled-up newspapers. Divide the class into pairs and give three of the pairs each a rolled-up newspaper. Put flashcards of the target vocabulary, or write the target words, on the board. Call out a word and the three pairs should slap the corresponding word or picture on the board. The quickest pair to slap the correct word/picture stays in the game and will play with another two pairs of pupils. The pair which remains till the end of the game is the winner.





Unit 1 Nice to see you again

Lesson





6

2 Point and say. 祆 🕮



Greet your teachers in the classroom or at school.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Meeting people*.
- greet and respond to greetings formally, using *Good morning/Good afternoon/Good evening* and *Nice to see you again*.
- say and respond to *goodbye*, using *Goodbye/Bye/Good night* and *See you tomorrow/See you later*.
- pronounce the sounds of the letters *I* and *n* in the words *Linda* and *night* respectively.

Warm-up: Greet the class by saying *Hello/Hi. How are you?* Ask pupils to respond with *Hello/Hi. I'm fine. Thank you. And you?* Encourage pupils to greet each other in pairs. Then have the whole class sing the song *Hello* (*Tieng Anh 3*, Unit 1) and clap hands.

Get pupils to open their books on Page 6 and read the title. Ask them to look at the first four pictures and explain the context (pupils meet their teacher again after holidays).

Look, listen and repeat.

- Tell pupils that they are going to learn to greet and respond to greetings formally.
- Have them look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they talking about?* (In Picture a, the pupils greet Miss Hien formally in the classroom using *Good morning, Miss Hien.* In Picture b, Miss Hien responds to her pupils' greeting using *Nice to see you again.* In Picture c, Miss Hien and a pupil greet each other. In Picture d, Nam greets Miss Hien when he comes into the classroom late, saying *Good morning, Miss Hien.*)
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for them to listen and repeat.

Language note: *Hello/Hi* is used to greet each other in an informal way. *Good morning/ Good afternoon/Good evening* is used to greet each other formally.

Point and say.

- Tell pupils that they are going to practise greeting and responding to each other formally by using *Good morning, Good afternoon* and *Good evening*.
- Have them look at the pictures to understand how the language is used in different contexts. Point to the first picture and elicit the formal greeting used in the morning. Ask them to say the phrase chorally and individually. Then tell them to practise greeting and responding to greetings in pairs, using the prompts in the bubbles.
- Repeat the same procedure with the rest of the pictures.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Greet your teachers in the classroom or at school.

- Tell pupils that they are going to practise using Good morning or Good afternoon.
- Ask some of them to act out the greetings with you.





Good morning to you. Good morning, dear children. Good morning to you.

Tiếng Anh 4 – Tập 1

Warm-up: Spend a few minutes revising *Good morning/Good afternoon/Good night* and *Nice to see you again.* Get pairs to act out the greetings and responses in front of the class.

Listen and tick.

- Have pupils look at the pictures to identify the similarities and differences. (The pupils and teachers are greeting each other at different times of the day.) Check understanding.
- Play the recording a few times. Ask pupils to listen to the recording and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on who Miss Hien is talking to (Dialogue 1), when they are speaking (Dialogue 2), and to whom Mai says goodbye (Dialogue 3).
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Miss Hien:Hi, Nam. How are you?Mr LNam:I'm very well, thank you. And you?Photo	ng: Good morning, Mr Loc. oc: Good morning, Phong. ng: It's nice to see you again. oc: Nice to see you, too.

4. Look and write.

- Tell pupils that they are going to fill the gaps with *morning, afternoon* or *bye*.
- Give them a few seconds to look at the pictures. First, focus pupils on the time of the day the greetings are used and the people who use the greetings (Pictures 1 and 2). Remind them that the two children are leaving school in Picture 3. Then have pupils find appropriate words to complete the phrases. If necessary, get them to work in pairs.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 morning 2 afternoon 3 bye

5. Let's sing.

- Tell pupils that they are going to sing the song *Good morning to you*. Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask a group of four to the front of the class. Each of the pupils sings two lines of the song. The class sings *Good morning, dear Miss Hien* and *Good morning, dear children* together, clapping hands.
- Have the class sing the song again and clap their hands to reinforce the activity.







Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Good morning to you*. The class may sing the song, clapping hands.

1. Look, listen and repeat.

- Tell pupils that they are going to learn to say and respond to *goodbye*.
- Have them look at the three pictures to understand the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* Focus pupils on the first picture. Elicit how Hoa greets Miss Hien and introduces herself. In the second picture, Miss Hien and Hoa greet each other. In the last picture, Hoa says goodbye to Miss Hien and Miss Hien responds to Hoa, saying *See you tomorrow*. Check understanding.
- Play the recording more than once, if necessary for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language notes:

- Nice to see you again is used when people meet again.
- *Nice to meet you* is used when people first meet.

2. Point and say.

- Tell pupils that they are going to practise saying and responding to goodbye.
- Draw their attention to the pictures to understand how the language is used in different contexts. Ask pupils to look at the first two pictures. Tell them that they are going to practise saying and responding to *Goodbye. See you tomorrow/later.* In the third picture, the girl uses *Good night* to respond to her parents before going to bed.
- Point to the first picture and get one pupil to say *Goodbye. See you tomorrow,* and another to respond *Goodbye. See you tomorrow.* Repeat the procedure with the next picture. Point to the third picture and get one pupil to say *Good night,* and another to respond *Good night.*
- Ask pupils to work in pairs, pointing to the characters speaking.
- Call on a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Language notes:

- See you tomorrow or See you later is used to respond to people who say goodbye.
- *Good night* is used to respond to someone who says *Good night* before going to bed.

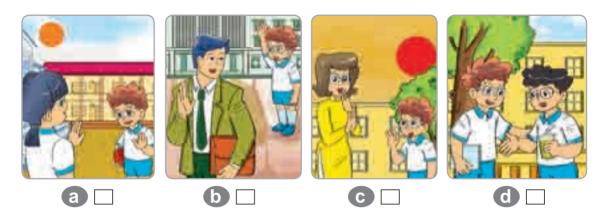
3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind pupils how to use *Good morning/Good afternoon/Good evening* to greet each other formally and how to use *See you tomorrow/See you later/Good night* to respond to *Goodbye/Good night*.
- First, get one pupil to act as a teacher. He/She greets the others formally, using *Good morning/Good afternoon/Good evening*. *Nice to meet you*. Then ask pupils to say goodbye to each other, using *Goodbye*. *See you tomorrow*, and then say *Good night*. Put the sentences on the board and do choral and individual repetition, if necessary.
- Have pupils work in pairs, acting out how to greet and say goodbye.
- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.





🕘 Listen and number. 👰 🍪



5 Look and write. 🔯 🦻

- 1. A: Hello. I'm Mai. I'm from ______. B: Hello. I'm _____. I'm from America.
- 2. A: Good morning, _____.
 - B: _____, Tom. Nice to meet you.
- 3. A: _____, Mum.
 - B: _____, Tom.







🌀 Let's play. 🌃

	Good morning	Good afternoon	Good evening
Bingo	Hello	Good night	Goodbye
	Nice to meet you	Hi	Вуе



Warm-up: Spend a few minutes revising the previous lesson by asking some pairs to greet each other.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Focus their attention on the pictures so that they can understand how the language is used in different contexts. Help them to identify the similarities and differences by explaining who the characters are and what they are doing. (Different people are greeting each other at different times of the day.) Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and number the pictures. Tell them that they should focus on who the characters are and what they say to each other.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 2 b 4 c 1 d 3

Audio scrip	t		
1. Tom:	Good morning, Miss Hien.	2. Tom:	Hello, I'm Tom. I'm from
Miss Hien.	: Good morning. What's your name?		America.
Tom:	My name's Tom. T-O-M, Tom White.	Mai:	Hello, Tom. I'm Mai. I'm from
	I'm from America.		Viet Nam.
		Tom:	Nice to meet you, Mai.
3. Phong:	Hi, Tom. How are you?	Mai:	Nice to meet you, too.
Tom:	Hi, Phong. I'm very well, thank you.	4. Tom:	Goodbye, Mr Loc.
	And you?	Mr Loc:	Bye-bye, Tom. See you
Tom:	I'm fine, thanks.		tomorrow.

5. Look and write.

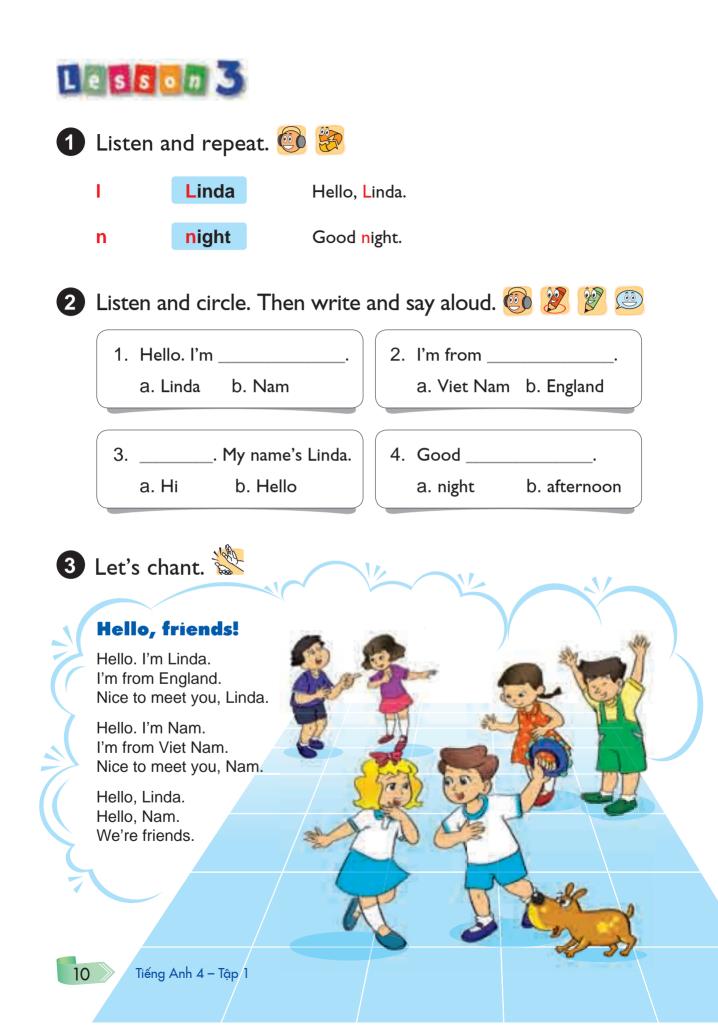
- Tell pupils that they are going to read the dialogues and fill the gaps, using the picture cues.
- Ask them to look at Dialogue 1. Explain that they need to fill the gaps with the place A is from and the name of B. Then ask them to look at the pictures to identify the answers. Have pupils look at Dialogue 2. Tell them that they have to fill in the missing words when Tom greets Mr Loc in the morning. In Dialogue 3, pupils fill in the words that Tom says to his mum before going to bed. Check understanding.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.

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Key: 1. Viet Nam, Tom 2. Mr Loc, Good morning/Hello/Hi 3. Good night, Good night
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6. Let's play.

- Tell pupils that they are going to play the game *Bingo*. Follow the procedure in *Games* in *Introduction*.
- Stick a large sheet of paper with the bingo grid to the board. Tell pupils that there are nine words in the grid. Ask them to draw a grid and put the nine words in the boxes in random order. Check comprehension.
- When everything is ready, call out the words, one at a time. Pupils should put a cross on the word you say. Continue calling until there is a pupil getting three words in a straight line crossed out and calling *Bingo*!





Warm-up: Spend a few minutes revising *Good morning/Good afternoon/Good evening* and *See you tomorrow/See you later*. Get pupils to do a dictation, using the phrases learnt in the previous lessons. Follow the procedure in *Activities Bank* in *Introduction*. Pupils can play the game *Bingo* if there is enough time.

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *I* and *n* in the words *Linda* and *night* respectively.
- First, put the letters *I* and *n* on the board. Play the recording and ask pupils to repeat a few times. Then write the words *Linda* and *night* and the sentences *Hello*, *Linda* and *Good night* on the board. Play the recording a few times and let pupils say the words and the phrases, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and phrases until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and then write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate options. Allow them time to do the task independently. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to read the sentences aloud.

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кеу:	d I	2 D	3 D	4 a	
Audio	script				
1. Hel	lo. I'm Na	m.		2. I'm from England.	
3. Hel	lo. My na	me's Linda.		4. Good night.	

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into three groups to practise chanting and doing actions. Each of the groups should sing one verse of the song. Go around and offer help, if necessary.
- Call three pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

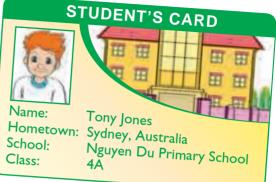




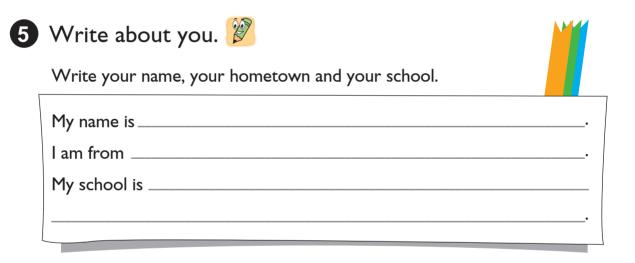
- 1. What is the girl's name?
- 2. Where is she from?

4A

Class:



- 3. What is the boy's name?
- 4. Where is he from?







Make a card about yourself. Then look at your classmate's card and tell the teacher about him/her.

Name: _____

Hometown: _____

School:

Class:





Warm-up: Spend a few minutes revising the previous lesson. Get three pairs of pupils to go to the front of the class to chant Hello, friends! and do actions.

Read and answer.

- Tell pupils that they are going to read the two texts and answer the four questions.
- Get them to read the first text and focus on the information to answer the first two questions (what the girl's name is and where she is from). Then ask them to read the second text to answer the last two questions (what the boy's name is and where he is from). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions.
 - **Key:** 1 Her name is Do Thuy Hoa.
- 2 She's from Ha Noi, Viet Nam.

3 His name is Tony Jones. **4** He's from Sydney, Australia.

Write about you.

- Tell pupils that they are going to write a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on their names, their hometowns and the name of their school. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the answer on the board. **Key:** *Pupils' own answers*

6. Project

- Tell pupils that they are going to do a project. Explain the activities and check understanding.
- Give each pupil a small card. Let pupils copy the four categories from the book onto their cards.
- Ask them to write the information about themselves. Encourage them to decorate their cards. Get them to swap their cards in pairs. They should look at their partners' cards and describe each other.
- Call some pupils to the front of the class and tell the class about their partners. To make this activity more challenging, you may ask them not to look at the cards.

Example:

Name:	Quoc Anh
Hometown:	Ha Noi, Viet Nam
School:	Tran Quoc Toan Primary School
Class:	4A2

His name is Quoc Anh. He is from Ha Noi, Viet Nam. His school is Tran Quoc Toan Primary School (He studies at Tran Quoc Toan Primary School). He is in Class 4A2.

Key: *Pupils' own answers*



Unit 2 I'm from Japan

Lesson 1



Work in pairs. Imagine you are Hakim/Tom/Tony/Linda/Akiko. Introduce yourself and ask where your partner is from.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Countries* and *Nationalities*.
- ask and answer questions about where someone is from, using Where are you from? I'm from ...
- ask and answer questions about one's nationality, using What nationality are you? I'm ...
- pronounce the sounds of the letters **j** and **v** in the words **J**apan and **V**ietnamese.

Warm-up: Greet pupils and get their responses, using the words and phrases they learnt in Unit 1 like *Hi/Hello. Nice to see you again.* Then revise the previous lesson by having them say the chant on Page 10 of the Pupil's Book.

Get pupils to open their books on Page 12 and read the title *l'm from Japan*. Check their comprehension by using a world map on which Japan is circled.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which the characters ask and answer questions about where they are from.
- Have pupils look at the four pictures. Introduce the story by pointing to each character and ask: *Who is this? Where are they? What is he/she doing? What does he/she say?* (a. Nam and Akiko are on the beach. b. Nam greets Akiko. c. Nam asks where Akiko is from and she says she is from Japan. d. Nam slips and ruins Akiko's sandcastle.)
- Tell them that they are going to listen to the story. Play the recording twice for pupils to listen and repeat. If time allows, ask pupils to role-play the dialogue in pairs.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where someone is from, using *Where are you from? I'm from* ...
- Have them look at the pictures and get them to point to each of these words and repeat twice: *Malaysia, America, Australia* and *England*.
- Point to the first picture and do the task with one pupil, using the expressions in the bubbles and the words under the picture. (Teacher: *Hi. I'm Miss Hien. Where are you from?* Pupil: *Hi, Miss Hien. I'm Hakim. I'm from Malaysia.*) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Get them to work in pairs. If time allows, prepare some flashcards of countries and do more practice with pupils.

Language note: *America* is used instead of *the USA* to facilitate the association between the name of the country and the nationality *America/American*. *The UK* (United Kingdom) consists of England, Scotland, Wales and Northern Ireland.

Work in pairs. Imagine you are Hakim/Tom/Tony/Linda/Akiko. Introduce yourself and ask where your partner is from.

- Tell pupils that they are going to play the roles of the five characters and introduce themselves. Invite two pupils as Hakim and Akiko to act out this dialogue: Hakim: Hi. I'm Hakim. I'm from Malaysia. Where are you from? Akiko: Hi, Hakim. I'm Akiko. I'm from Japan.
- Get pupils to work in pairs.
- Invite a few pairs to perform in front of the class.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to play *Bingo*, using the names of the countries and characters (*America, Australia, England, Japan, Malaysia, Viet Nam, Tom, Tony, Linda, Akiko, Hakim, Nam*). Then have the class make sentences with the words that were used in the game.

3. Listen and tick.

- Tell pupils that they are going to listen to three conversations and tick the correct pictures.
- Point at each picture and ask pupils questions to check their comprehension: *What is this? What can you see in the picture?* (1a. The flag of Britain. 1b. The flag of Australia. 1c. The flag of Malaysia. 2a. The Clock Tower Big Ben in England. 2b. The Statue of Liberty in America. 2c. The Opera House in Australia. 3a. A Vietnamese girl. 3b. A Japanese girl. 3c. An English girl.)

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

Audio scri	pt			
1. Tony:	Hi. I'm Tony.	2. Quan:	Hi. My name's Quan.	
Hakim:	Hello, Tony. I'm Hakim.	Tom:	Hello, Quan. I'm Tom.	
Tony:	Nice to meet you, Hakim.		Nice to meet you.	
	Where are you from?	Quan:	Where are you from, Tom?	
Hakim:	I'm from Malaysia.	Tom:	I'm from America.	
3. Akiko:	Hi. My name's <i>Akiko</i> .			
Linda:	Hello, <i>Akiko</i> . I'm Linda. Nice to meet you.			
Akiko:	Where are you from, Linda?			
Linda:	I'm from England.			

4. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps with the appropriate names of countries.
- Give them a few seconds to look at the pictures. Use the first one as an example. Ask the class to look at the flag and say: *Look at the flag. Can you say the name of the country?* Class: *Australia.* Write it on the board. Then ask the class to say the complete sentence in the bubble. Class: *I'm from Australia.* Write it on the board. And then set a time limit for pupils to do the task.
- When they finish their writing, check answers as a class and have pupils read aloud the sentences to reinforce.

Key: 1 Australia 2 Malaysia 3 America 4 Japan

5. Let's sing.

- Get pupils to match each character with the corresponding lines before they listen to the song.
- Play the recording all the way through for the first time. Then have them repeat each line twice the second time.
- When they are singing the song, show them how to mime the lyrics (e.g. *I'm Mai from Viet Nam:* placing the right hand on their chest; *Hello, Mai:* waving the right hand; *Nice to meet you:* shaking hands with each other).
- Get pupils to practise singing and miming the song in groups.







Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *Where are you from?* Then explain the word *nationality* in Vietnamese before introducing the new lesson.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which the characters ask and answer questions about one's nationality.
- Have pupils look at the pictures and ask them questions about the story: *Who is this? Where is she? What is she doing? What does she say?* (a. Akiko is at the registrar's desk. The registrar asks Akiko's name. b. The registrar wants to know Akiko's country. c. She wants to know Akiko's nationality.)
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise the question and answer *What nationality are you?* l'm + (nationality).
- Have them read the reminder box at the bottom of the page and tell them how to form the nationality from the name of a country.
- Point to the first picture and get one pupil to ask *What nationality are you?* and another to answer *I'm Vietnamese*. Repeat the procedure with the other pictures.
- Ask pupils to work in pairs, pointing to the characters speaking.
- Call a few pairs to act out the dialogue in front of the class.

Language note: What nationality are you? = What's your nationality?

3. Let's talk.

- Tell pupils that they are going to practise more with the questions *Where are you from? What nationality are you?*
- Have pupils select the characters they would like to role-play and ask and answer the three questions in the Pupil's Book in pairs.
- Expand the activity by asking pupils to use their genuine names and those of the local cities or towns.





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Warm-up: Spend a few minutes revising the previous lesson by having the class play *Tic-Tac-Toe*, using the questions: *Who is this? Where is he/she from? What nationality is he/she?* (See *Games* in *Introduction*.)

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Have pupils look at the pictures and check their comprehension by eliciting the answers to the questions: *Who is this? What is this?* (a. Tony and the flag of Australia. b. Mai and the flag of Viet Nam. c. Akiko and the flag of Japan. d. Hakim and the flag of Malaysia.)
- Ask them to say where the children are from and their nationalities. Then play the recording for pupils to do the task.

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

Audio script				
1. Hakim:	Hello. I'm Hakim.	2. Linda:	Hello. I'm Linda.	
Mai:	Hi, Hakim. I'm Mai. Nice to	Hakim:	Hi, Linda. I'm Hakim.	
	meet you.	Linda:	Nice to meet you, Hakim.	
Hakim:	What nationality are you, Mai?		Where are you from?	
Mai:	l'm Vietnamese.	Hakim:	I'm from Malaysia.	
3. Linda:	Hello. I'm Linda	4. Nam:	Hello. I'm Nam. What's your name?	
Tony:	Hi, Linda. Nice to meet you.	Akiko:	My name's Akiko.	
	My name's Tony.	Nam:	Nice to meet you, Akiko.	
Linda:	What nationality are you, Tony?		What nationality are you?	
Tony:	l'm Australian.	Akiko:	l'm Japanese.	

5. Look and write.

- Have pupils look at the pictures and read the gapped sentences in silence. Use the first picture as an example and check their comprehension by asking: *Who's in this picture? Where is she from? What nationality is she?* Then guide pupils to fill the gaps before asking them to do the task individually.
- Check answers as a class and call three pupils to read aloud the completed sentences.

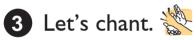
Key: 2 America, American 3 England, English 4 Japan, Japanese

6. Let's play.

- Prepare equal numbers of cards with the following words: *America, Australia, England, Malaysia, Viet Nam* and *Japan*. The total number of cards should be equal to or more than the number of pupils. Then mix the cards up and deliver one to every individual in the class. The cards represent where the pupils are from.
- Tell pupils to choose a country. They should talk to their classmates and try to find one who is from the country they have chosen.
- When everyone has found a classmate from the country of their choice, call a few to introduce themselves and their partners, by saying the countries they are from and their nationalities. (e.g. *I'm Ha. I'm from England. I'm English. Linh is from America. She's American.*)



Le	5 5	on 3	
1 L	.isten	and repeat. 🙆 🖁	
j		Japan	l'm from <mark>J</mark> apan.
V	,	Vietnamese	l'm <mark>V</mark> ietnamese.
2 L	.isten	and tick. Then say	y aloud. 😳 💞 🕮
		1. a. 📃 Japan	b. 🔄 Japanese
		2. a. 📃 Viet Nam	b. Vietnamese



What nationality are you?

	Hello	. What's your name?	My name's Mai.	2
3		Where are you from?	I'm from Viet Nam. Viet Nam.	2
		Where in Viet Nam?	Ha Noi. Ha Noi.	
	Wha	t nationality are you?	Vietnamese. Vietnamese.	

Hello. What's your name? My name's Akiko. Where are you from? Where in Japan? What nationality are you?

I'm from Japan. Japan. Tokyo. Tokyo. Japanese. Japanese.



Warm-up: Spend a few minutes revising the previous lesson by asking six pupils to point and introduce Mai, Linda, Tony, Peter, Hakim and Akiko, e.g. *This is Mai. She's from Viet Nam. She's Vietnamese*. Use flashcards of the characters if possible.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **j** and **v** in the words Japan and Vietnamese respectively.
- Play the recording and ask pupils to point respectively at each letter (*j*, *v*), word (*Japan*, *Vietnamese*) or sentence (*I'm from Japan*. *I'm Vietnamese*.) in their books while they are listening. Then have them repeat the sounds, words and sentences twice before doing choral and individual repetition until they feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and tick. Then say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct words. Have them read the words before playing the recording.
- Check as a class and ask pupils to say the words aloud. To extend this activity, ask pupils to say sentences with the four words (e.g. Akiko is from <u>Japan</u>. She's <u>Japanese</u>. Quan is from <u>Viet Nam</u>. He's <u>Vietnamese</u>.)

Key: 1 b 2 a

Audio script

- 1. Hi. I'm Akiko. I'm from Tokyo. I'm Japanese.
- 2. Hello. My name's Quan. I'm from Viet Nam.

3. Let's chant.

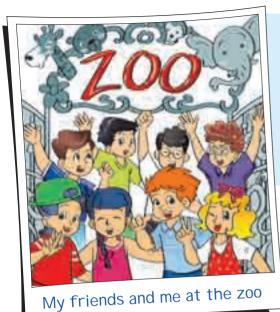
- Ask pupils to match each character with the corresponding lines. Then play the recording for them to repeat the lines twice.
- Divide the class into two groups: one chants the questions and the other chants the answers. Swap the roles after one round.
- You may encourage pupils to substitute the countries and nationalities and chant again.





4 Read and complete. 🤗 🙎





Hi. My name is Akiko. I am from Tokyo, Japan. I am Japanese. I am in Ha Noi now. I have a lot of friends. They are from different countries. Tony is from Sydney, Australia. He is Australian. Linda is from London, England. She is English. Tom is from New York, America. He is American.

Name	City	Country	Nationality
Akiko	Tokyo	Japan	Japanese
Tony			
Linda			
Tom			



Quan:	Hi. My name is Quan. What is your name?
You:	(1)
Quan:	Where are you from?
You:	. (2)
Quan:	What nationality are you?
You:	(3)



Select a country: Australia/America/England/ Japan/Malaysia/Viet Nam. Make a name card and draw the flag. Then show it to your class.

Name:
Country:
City:
Nationality:
Flag:



Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What nationality are you?* Divide the class into two groups, each group saying one verse of the chant.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the table.
- Give pupils a few seconds to look at the picture. Point to the children in the picture and ask: *Who's in the picture? Where are they? Where's he/she from? What's his/her nationality?*
- Tell pupils that the text will tell them more about the children. They will know which cities they are from.
- Set a time limit for pupils to do the task independently. Walk around monitoring and offering help, if necessary.
- Get pupils to swap their answers and correct them before checking as a class. Do a choral repetition of the text if there is enough time.

Tony	Sydney	Australia	Australian
Linda	London	England	English
Tom	New York	America	American

Key:

5. Let's write.

- Tell pupils that they are going to write the answers to Quan's questions.
- Set a time limit for pupils to do the task independently. Remind pupils to give genuine facts about themselves.
- Get pupils to swap their writing and call one or two to read aloud their work.
- If time allows, ask pupils to role-play the dialogue in pairs.

Key: *Pupils' own answers*

6. Project

- Tell the class about the project. Pupils should select a country and make a name card for themselves. They should also draw a small flag of the country. Prepare resources like scissors, cards, rulers, pens and crayons.
- Ask pupils to look at the sample name card in their books, and tell them to draw a rectangular box of 9cm (width) x 5cm (height) on a card. Have them copy down the text onto the box and complete the details before drawing the flag and trimming the card.
- Have a display of all the name cards and select a few pupils to present theirs orally before removing all the cards to keep in pupils' portfolios.
- You may also select the three best cards and award the pupils with small prizes (e.g. stickers or pencils). That way, pupils will be more motivated to do the project.

Key: *Pupils' own answers*



Unit 3 📕 What day is it today?

Lesson 🚺 Look, listen and repeat. 🕯 🗐 😵 Hello, class! What day is it today, class? b а It's Monday. Hello, Miss Hien. C Very good! And And when is the next English class? d what do we have on Mondays? On Wednesday! No! It's on Tuesday! We have English! That's right, Mai. It's on Tuesday. 2 Point and say. [JULY What day is it today? 1 2 3 4 5 8 9 10 11 12 lt's 18 15 16 17 19 23 25 22 24 26 30 31 29

Work in pairs. Ask your partners what day it is today. 😤



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Days of the week*.
- ask and answer questions about the days of the week, using What day is it today? It's ...
- ask and answer questions about weekly activities, using *What do you do on* + (name of the day)? *I*... *in the morning/in the afternoon*.
- pronounce the sound of the letters *ir*, *ur* and *er* in the words *first*, *Thursday* and *her*.

Warm-up: Spend a few minutes revising the previous unit by having the class sing the song *Where are you from*? Then write today's date on the board. Point to it and say *Today is* + (name of the day), and write the day on the board. In order to give pupils an idea of days, use a calendar, point to each day and tell pupils that they go to school on *Mondays, Tuesdays, Wednesdays, Thursdays* and *Fridays,* and that they study English on *Mondays* and *Wednesdays*, for example.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about days of the week.
- Give them a few seconds to look at the four pictures and read the story. Then ask a few questions to check comprehension, such as *Where are the pupils? Who's the teacher? What day is it? What lesson is it? When is the next English lesson?* (They are in the classroom. Miss Hien is the teacher. It's Monday. It's the English lesson.)
- Play the recording more than once, if necessary, for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking the question *What day is it today?* and answering with *It's* + (name of the day).
- Get them to point to the name of each day on the calendar and repeat each twice.
- Drill pupils on the questions and answers chorally before getting them to work in pairs. Check their performance as a class.

Language note: Remind pupils that the days of the week start with capital letters. Write the abbreviations of the days on the board (i.e. Mon., Tues., Wed., Thurs., Fri., Sat. and Sun.) and ask pupils to read aloud the days in full forms.

Work in pairs. Ask your partners what day it is today.

- Tell pupils that they are going to practise asking questions about the days of the week, using *What day is it?* and answering with the name of a specific day.
- Have them play a guessing game in pairs. Ask each pair to write each day of the week on a slip of paper and put the paper slips face down on the desk. Pupil 1 draws a slip of paper without looking at it. Pupil 2 asks *What day is it*? Pupil 1 should guess and say a day, and then look at the paper. If the answer matches the day on the paper, he/she scores one mark and continues to draw another slip. If the answer does not match the day on the paper, Pupil 2 has a turn. The pupil scoring the most marks will be the winner.

Unit 3 What day is it today?



Listen ar	nd tick. 😨		
1. a 🗌	MONDAY 3		C .
2. a 🗌	TUESDAY.	b 🗆 🚺	C .
3. a 🗌	SATURDAY 8	b D	C D

3

4 Look and write. 🔯 🦻

			Nam's activ	ities		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
go to the zoo	play football	watch TV	listen to music	go swimming	play the piano	visit my grandparents

- 1. Today is _____. I play football today.
- 2. Today is _____. I watch TV today.
- 3. Today is ______. I visit my grandparents today.
- 4. Today is _____. I go to the zoo today.
- 5 Let's sing. 🖄

We have English today



What day is it today?	What day is it today?	(FALL)
t's Monday.	It's Wednesday.	0
Ne have English today.	We have English today	/.
Do you have English on Wednesdays?	Do you have English o	n Thursdays?
No. We have English on Tuesdays,	No. We have English c	on Mondays,
Thursdays and Fridays.	Wednesdays and Frida	ays.
	t's Monday. We have English today. Do you have English on Wednesdays? No. We have English on Tuesdays,	t's Monday.It's Wednesday.We have English today.We have English today.Do you have English on Wednesdays?Do you have English onNo. We have English on Tuesdays,No. We have English on

Warm-up: Greet the class and ask *What day is it today?* Write the answer on the board. Then draw a calendar, showing one week with abbreviated days. Tell pupils that those are the abbreviations for the days used in a calendar or timetable. Point to each abbreviation and get pupils to tell you the full form.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about days of the week and tick the correct pictures.
- Ask them to look at the pictures to identify the different days of the week.
- Get pupils to read aloud the days in English before playing the recording.
- Get them to swap their answers before checking as a class. Monitor the activity and offer help, if necessary.

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

Audio scrip	ot		
1. Mr Loc:	Hello, class.	2. Mai:	What day is it today, Nam?
Class:	Hello, Mr Loc.	Nam:	It's Tuesday.
Mr Loc:	What day is it today, class?	Mai:	So we have English today, right?
Class:	lt's Thursday.	Nam:	Yes. That's right.
Mr Loc:	Very good! Time for English.		
3. Phong:	It's Tuesday. We have English	today.	
Quan:	No, it isn't Tuesday. It's Wednesday. We don't have English today.		
Phong:	Oh, you're right!		

4. Look and write.

- Tell pupils that they are going to look at the table and complete the sentences with the names of the days.
- Give pupils a few seconds to look at the table and the sentences. Then set a time limit for them to do the task.
- Check the answers as a class.
- Call two pupils to read the completed text aloud. If time allows, ask pupils more questions about the other days of the week (e.g. *I listen to music today. What day is it?*)

Key: 1 Monday 2 Tuesday 3 Saturday 4 Sunday

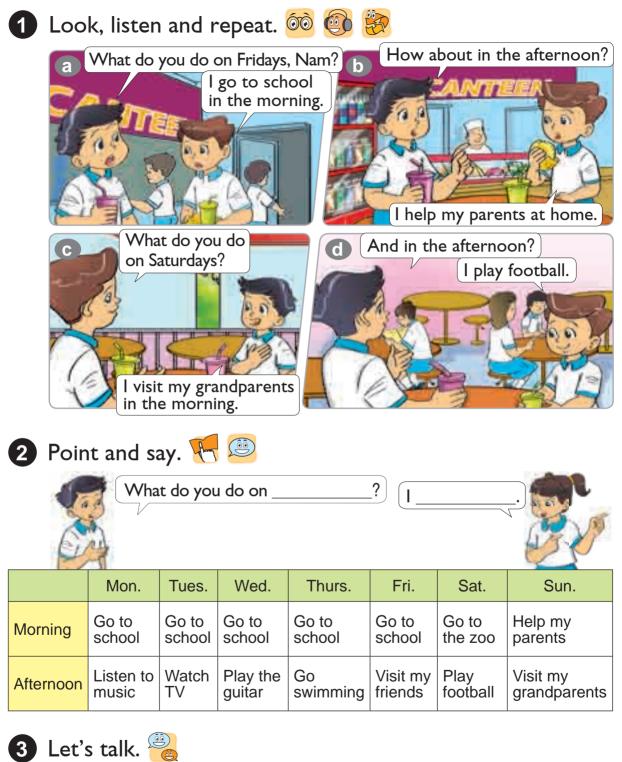
5. Let's sing.

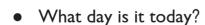
- Tell pupils that they are going to sing the song *We have English today*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Divide the class into two groups, one group singing the questions and the other singing the answers.
- When pupils can sing the song confidently, ask them to replace the days in the song with the real days on their English timetable.

Language note: Say *We have English on Monday* when indicating a specific Monday, and *We have English on Mondays* when indicating all Mondays.









• What do you do on Mondays/Tuesdays/...?



Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *We have English today* before introducing the new lesson.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about their weekly activities.
- Give them a few seconds to look at the pictures and read the text. Get them to identify the characters and the setting of the conversation by asking *Who's this? Where are they? What does Nam do on Fridays? What does Quan do on Saturdays?* (Nam and Quan are in the school canteen. Quan wants to know what Nam does on Fridays. Nam answers that he goes to school in the morning and helps his parents at home in the afternoon. Nam then asks Quan *What do you do on Saturdays?* and Quan answers that he visits his grandparents in the morning and plays football in the afternoon.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- If time allows, ask a few pairs to role-play the conversation.

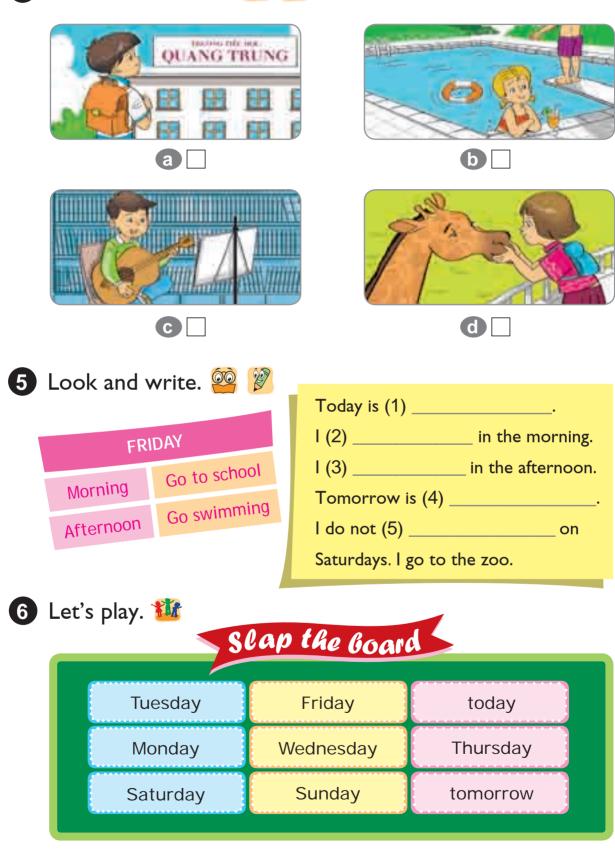
2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about weekly activities.
- Let them look at the table in their books. Ask them to identify the days when the characters do the activities. Check comprehension.
- Point to the table and get pupils to repeat the words in each row. Then do an example with a pupil: What do you do on Mondays? I go to school in the morning. I listen to music in the afternoon.
- Ask pupils to work in pairs to ask and answer the questions, using the given text in the bubbles and the information in the table.
- Invite a few pairs to act out the exchanges, using facts about themselves.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Get them to work in pairs to prepare exchanges based on the questions provided. Remind them to answer with facts about themselves.
- Call a few pairs to act out their conversation.





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Warm-up: Spend a few minutes revising the previous lesson by getting the class to play *Spelling Bee*, using the days of the week. Then invite a pair of pupils to act out the exchanges in Lesson 2, Activity 2.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about what the children do on different days of the week and number the pictures.
- Ask them to look at the pictures and identify each activity.
- Play the recording more than once, if necessary. Ask pupils to listen and number the pictures. Tell them that they should focus on the order of the dialogues as they hear them.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 3 b 2 c 4 d 1

Audio script

- **1.** *A*: Do you visit your grandparents on Saturdays?
 - B: No, I don't.
 - A: What do you do?
 - B: I go to the zoo.
- **3.** *A*: Do you go to school on Saturdays?
 - *B:* No, I don't. I go to school from Monday to Friday.

- 2. A: Do you go swimming on Sundays?
 - B: No, I don't.
 - A: When do you go swimming?
 - B: On Friday afternoons.
- **4.** *A*: What do you do on Tuesday afternoons?
 - B: I stay at home. I play the guitar.

5. Look and write.

- Tell pupils that they are going to complete the sentences, using the given information.
- Give them a few seconds to look at the timetable and read the text. Then check comprehension.
- Set a time limit for the task and offer help, if necessary.
- Check the answers as a class and call one or two pupils to read aloud the completed text.
 - Key: 1 Friday
 - 1 Friday2 go to school4 Saturday5 go to school
- 3 go swimming

6. Let's play.

- Tell pupils that they are going to play *Slap the board*. Follow the teaching procedure in *Games* in *Introduction*.
- Put the nine words on the board. Ask three pupils to come to the front. Say one of the words on the board. The pupil who is the quickest to slap the correct word gets one point. The one who gets the most points at the end of the game will win.
- Invite another three pupils to play the game.
- To make it more challenging, you may say words that are not on the board (and the pupils should not slap any words).



Les	5 0	1 3		
1 Lis	ten a	nd repeat.		2
ir		first		My birthday is on the first of July.
ur		Thursday		I have English on Th <mark>ur</mark> sdays.
er		her		Mr Loc is h <mark>er</mark> English teacher.
				ay aloud. 🙆 鯼 🕮
	My bir a. thir b. first	ď	e	of July.
2.	We ha	ave English on		
		esdays and Thu		
		ednesdays and		ays
		;	•	
	a.her			
	D. his	teacher		
3 Let	t's ch	ant.		
		What	t do y	ou do on?
	l go to	t do you do on F o school in the m about in the afte	Friday. Fridays? norning.	What day is it tomorrow? It's Saturday. Do you go to school on Saturdays? No, I don't. What do you do on Saturdays? I go to the zoo in the morning I help my parents in the afternoon.
K	in	TT.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1



Warm-up: Spend a few minutes revising the previous lesson by calling one or two pairs of pupils to act out the story in Lesson 2, Activity 1.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sound of the letters *ir, ur* and *er* in the words *first, Thursday* and *her*.
- First, put the letters *ir*, *ur* and *er* on the board. Play the recording and ask pupils to repeat a few times. Then write the words *first*, *Thursday* and *her* and the sentences on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sound.
- Do choral and individual repetition of the sound, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then say aloud.

- Tell pupils that they are going to listen to the recording and circle the right words, and then read the sentences aloud.
- Introduce the activity and give a few seconds for pupils to read the text.
- Play the recording once for pupils to circle the words. Then set a time limit for pupils to complete the sentences and check the answers in pairs.
- Call a few pupils to read aloud the completed sentences.

Key: 1 b 2 b 3 a

Audio script

- **1.** My birthday is on the first of July.
- 2. We have English on Wednesdays and Thursdays.
- **3.** This is her class.

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition.
- Divide the class into two groups: one chants the questions and the other chants the answers. Swap the roles after the first round. Remind pupils to pronounce the final *s* sounds in *Fridays* and *Saturdays*.
- Call two small groups of pupils to the front of the class to say the chant. The rest of the class claps along to the rhythm.



4 Read and answer. 🕮 🥮



1. What is her name?

2. What day is it today?

3. Does she go to school every day?

4. What does she do on Saturdays and Sundays?

5 Write about you. 🦻

What class are you in?
What day is it today?
What do you do at the weekend?
·



Interview one of your classmates about what he/she does at the weekend (Saturdays and Sundays). Then report the results to the class.



My name is Mai. Today is Monday. It is a schoolday. I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. I do not go to school at the weekend. I go swimming on Saturdays and visit my grandparents on Sundays.



Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What do you do on ...?* Divide the class into two groups for the questions and the answers.

4. Read and answer.

- Tell pupils that they are going to read the text about Mai's weekly activities and answer the questions.
- Give them a few seconds to look at the picture and ask: *Who is this? When does she go to school?* (This is Mai. She goes to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays).
- Put pupils in pairs and set a time limit for them to read the text and answer the questions. Monitor the activity and offer help, if necessary.
- Get them to swap their answers and correct them before checking as a class.
- Call a pair to ask and answer the questions.
 - Key: 1 Her name is Mai.
 - 2 It's Monday today.
 - **3** No, she doesn't. She goes to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays.
 - 4 She goes swimming on Saturdays and visits her grandparents on Sundays.

5. Write about you.

- Tell pupils that they are going to answer some questions about themselves.
- Set a time limit for pupils to do the task. When time is up, get them to swap their answers for peer checking. Invite one or two pupils to read aloud their work.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to interview one of their classmates about what they do at the weekend.
- Write some sample questions on the board and have pupils copy them down. Then do an interview with a pupil as an example.
- Ask pupils to rehearse the interview if there is enough time. Then ask them to do the interviews after class or over the weekend and report the results in the next lesson.
- Teach them how to report the results.

Example:

Good morning/afternoon, everyone. Here are the results of my interviews. On Saturdays, Minh plays football in the morning and listens to music in the afternoon. On Sundays, he goes swimming in the morning and visits his grandparents in the afternoon.

• Remind them to speak slowly and clearly, and keep eye contact with the audience.

Key: *Pupils' own answers*



Unit 4 When's your birthday?

Lesson 1



Tell your class the date today. 🕮

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Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Dates* and *Birthdays*.
- ask and answer questions about dates, using What is the date today? It's ...
- ask and answer questions about someone's birthday, using When's your birthday? It's on the ...
- pronounce the sounds of the letters *th* and *ch* in the words *fourth* and *March* respectively.

Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What do you do on ...?* and to clap their hands.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about dates, using *What is the date today? It's* ...
- Have them look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* (In Pictures a and b, Miss Hien greets the pupils and they then respond to her greeting in the classroom. Focus pupils on Picture c where Miss Hien asks Nam the date, using *What is the date today?,* and Nam answers *It's the first of October.* In Picture d, Mai corrects Nam's answer saying *It's the second of October.* Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note:

Ordinal numbers are used for saying dates. Remember to use *the* before ordinal numbers. **Examples:** 1 (one) – 1^{st} (the first) 2 (two) – 2^{nd} (the second)

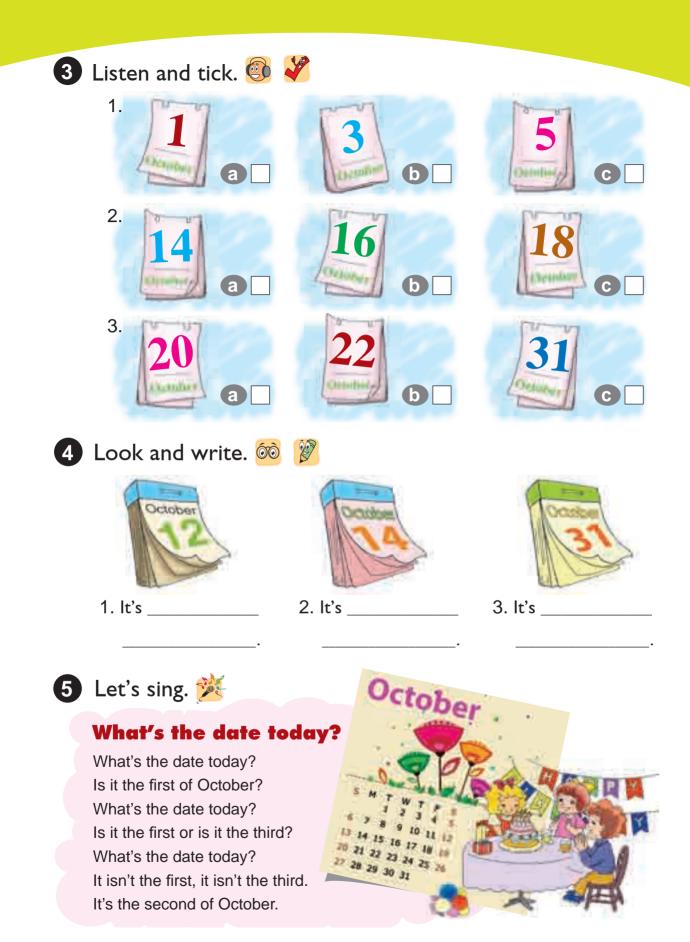
2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about dates, using What is the date today? It's ...
- Have them look at the pictures to understand how the language is used.
- In order for pupils to say the dates, they need to know the ordinal numbers 1st to 31st. You can find these numbers in *Glossary*. (We focus on one month, October, in this lesson and will teach other months in Lesson 2.)
- Point to Picture a and have them repeat the date under the picture. Do choral and individual repetition. Then tell pupils to practise asking and answering about the dates in pairs, using the prompts in the bubbles and the pictures.

Tell your class the date today.

- Tell pupils that they are going to practise asking and answering questions about the real date, using *What is the date today? It's* ...
- Ask them to work in pairs, one points to the calendar and asks the question, the other looks at the calendar and answers. You can call one pupil to write the answer on the board.
- Call some pairs to practise in front of the class.





Warm-up: Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What is the date today?*, using the real date. Ask one pupil to write the date on the board.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about dates and tick the correct pictures.
- Have them look at the pictures to identify that the month is the same but the dates are different. Revise the ordinal numbers 1st to 31st with them. Then ask them to say the nine dates shown in the pictures. Remind them the differences between cardinal and ordinal numbers (e.g. *fourteen* and *fourteenth*). Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the dates.
- Get pupils to swap their answers before you check as a class.

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

Audio script

Addie Stript			
1. Miss Hien:	Good morning, children.	2. Mai:	Is it the fourteenth of October
Children:	Good morning, Miss Hien.		today?
Miss Hien:	What's the date today?	Nam:	No. It's the eighteenth of October.
Children:	It's the third of October.	Mai:	Thank you, Nam.
Miss Hien:	Thank you.	Nam:	That's alright.
3. Linda:	What's the date today, Tom?		
Tom:	The twentieth of October.		
Linda:	Sorry?		
Tom:	It's the twentieth of October.		
Linda:	Thanks.		

4. Look and write.

- Tell pupils that they are going to fill the gaps of the sentences with different dates suggested in the pictures.
- Give them a few seconds to look at the pictures. Ask them to find appropriate words to complete the sentence under each picture. Remind them to write the words for the numbers, instead of digits. Ask them to pay attention to the spelling of 12th *the twelfth*. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

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Key: 1 the twelfth of October 2 the fourteenth of October 3 the thirty-first of October
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5. Let's sing.

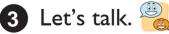
- Tell pupils that they are going to sing the song *What's the date today?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask three groups of four to the front of the class. The first two groups sing two lines each, and the third sings the last three lines. The class sings the song together and claps hands.











- What is the date today?
- When's your birthday?



Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class to sing the song *What's the date today?* Have the class clap hands.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about birthdays, using *When's your birthday? It's on the ...*
- Have them look at the three pictures and answer some questions such as *Who are they? Where are they?* and *What are they saying?* (Mai is at Linda's birthday party and she congratulates Linda on her birthday. Focus pupils on Picture c where Linda asks Mai about her birthday, using *When's your birthday?* and Mai answers *It's on the fifth of March.*) Check comprehension.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

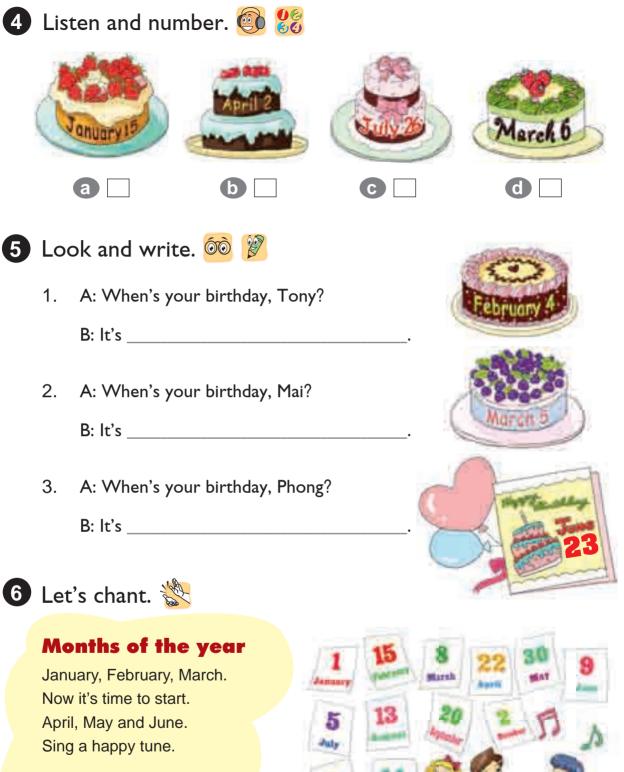
- Tell pupils that they are going to practise asking and answering questions about someone's birthday.
- Ask them to look at the pictures and focus on the months and the circled dates. In order for pupils to say the dates, teach the months of the year: *January, February, March, April, May, June, July, August, September, October, November, December.* Check comprehension. Have pupils repeat each word a few times. You may use a calendar to aid teaching.
- Point to Picture a and ask pupils to say the date (*the first of January*). Then let one pupil ask *When's your birthday*? and another answers *It's on the first of January*. Put the question and the answer on the board. Have the class repeat them.
- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then practise asking and answering the questions in pairs.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Language note: On is used for answering When's someone's birthday? It's on the ... The first letters of the names of the months must be in capitals.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind pupils of the questions *What is the date today?* and *When's your birthday?*, and how to respond to them.
- Ask them to work in pairs and ask and answer the above two questions. Remind them to use the real dates of their birthdays. Go around offering help and correcting pronunciation, if necessary.
- Call on a few pairs to act out the dialogue in front of the class. Correct pronunciation, if necessary.





July, August, September. Let's play together. October, November and December. Remember, remember, remember!

Tiếng Anh 4 – Tập 1



Warm-up: Spend a few minutes revising the previous lesson by asking one pupil to write today's date on the board. Then have the class sing the song What's the date today? If possible, ask pupils to substitute the dates in the song with other dates.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about children's birthdays and number the pictures.
- Give them a few seconds to look at the pictures. Ask them to say the dates aloud.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures.
- Get pupils to swap their answers before you check as a class.
 - **Kev: a** 3 **b** 1 **c** 4 **d** 2

Audio script

- **1.** *Mai:* Today is my birthday. *Nam:* Happy birthday! *Mai*: When's your birthday, Nam? Nam: It's on the second of April.
- **3.** *Mai:* Hi, Tom. When's your birthday? *Tom:* It's on the fifteenth of January. *Mai:* Sorry? Tom: My birthday is on the fifteenth of January. Akiko: ... of June or July? Mai: I see.
- 2. Akiko: When's your birthday, Hoa? It's on the sixth of March. Ноа: *Akiko:* Oh. That's my birthday, too. Ноа: Really? *Akiko*: Yes. It's on the sixth of March.
 - **4.** *Akiko:* When's your birthday, Linda? Linda: It's on the twenty-sixth of July.
 - *Linda:* It's on the twenty-sixth of July.

Look and write.

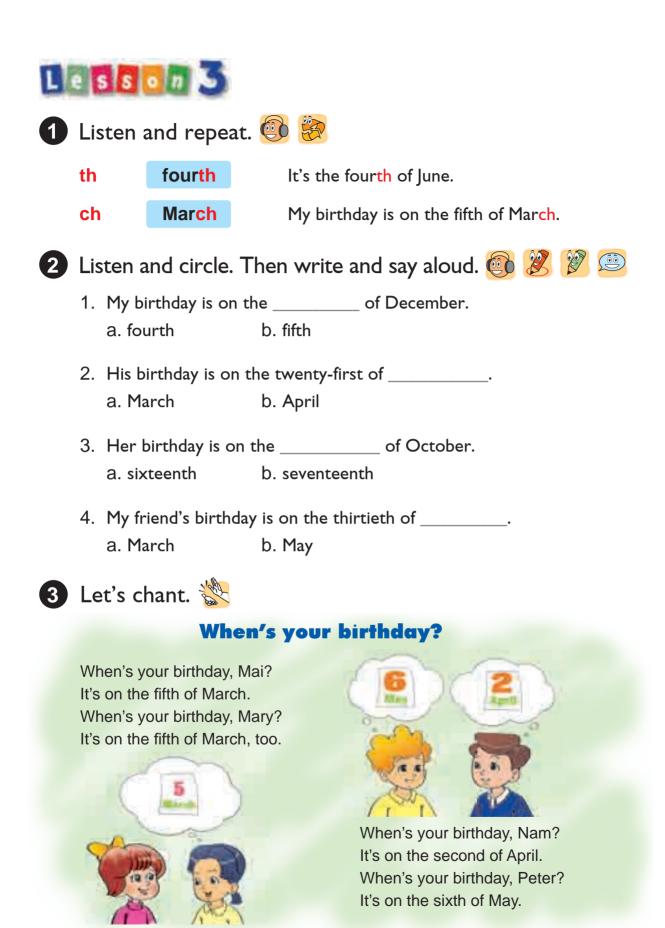
- Tell pupils that they are going to write the answers to the questions, using the picture cues.
- Have them read the questions about Tony's, Mai's and Phong's birthdays first. Then tell them to look at the pictures to find the dates of the children's birthdays. Ask them to write the words for the dates (e.g. the fourth of February). Check understanding.
- Set a time limit for pupils to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask some pairs of pupils to act out the dialogues in front of the class.
 - 1 on the fourth of February
 - 2 on the fifth of March
 - 3 on the twenty-third of June

Let's chant.

Key:

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit* components in Introduction.
- Have them read the chant and check comprehension.
- · Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put them into groups of four. Get pairs or groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups of pupils to the front of the class to chant and do actions: one group chants the first verse of the lyrics and the other chants the second verse. The rest of the class claps along to the rhythm.





Tiếng Anh 4 – Tập 1

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Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the chant *Months of the year*. Ask the class to chant and clap their hands or do actions.

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *th* and *ch* in the words *fourth* and *March* respectively.
- First, put the letters **th** and **ch** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *fourth* and *March*, the sentences *lt's the fourth of June* and *My birthday is on the fifth of March* on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.

2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording and circle the correct answers.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate words. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have pupils swap their answers before checking as a class. Go around offering help, if necessary.
- Ask pupils to read the sentences aloud.
 - **Key: 1**b **2**a **3**a **4**a

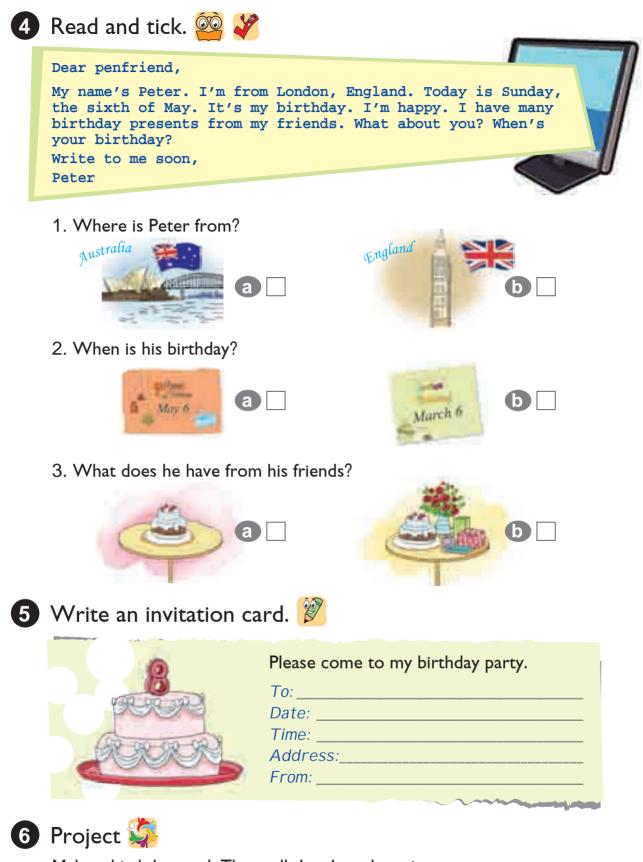
Audio script

- **1.** My birthday is on the fifth of December.
- 2. His birthday is on the twenty-first of March.
- 3. Her birthday is on the sixteenth of October.
- **4.** My friend's birthday is on the thirtieth of March.

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups of four to give a demonstration, one group chants the first verse and another chants the second verse.
- Get pairs or groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups of four to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.





Make a birthday card. Then tell the class about it.



Warm-up: Spend a few minutes revising the previous lesson by getting two pairs of pupils to go to the front of the class to chant *When's your birthday?* and do actions. The rest of the class claps to the rhythm.

4. Read and tick.

- Tell pupils that they are going to read Peter's email to his penfriend and tick the appropriate pictures to answer the questions. Get them to look at the questions and guess the answers first. Then have them read the email to find the information to answer the questions. Tell them to focus on where Peter is from, when his birthday is and what he has from his friends. If necessary, get pupils to work in pairs or groups. Check understanding.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class.
- If there is enough time, get some pairs to ask and answer the questions.
 - Key: 1 b (He is from London, England.)
 - 2 a (It's on the sixth of May.)
 - 3 b (He has many birthday presents from his friends.)

5. Write an invitation card.

- Tell pupils that they are going to write an invitation card to invite friends to their birthday parties, using real information about themselves.
- Have them work in pairs or groups to discuss what they are going to write. Focus them on the people/friends they can invite (*To*), the date of the party (*Date*), the time of the party (*Time*) and the address where the party is held (*Address*). They should put their own names in the *From* line. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the answers on the board.
- You may also encourage them to decorate their invitation cards and ask the class to vote for the three best cards.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to make a birthday card for their friends. Prepare resources like scissors, cards, rulers, coloured pencils and crayons.
- Give each of them a blank card. Set a time limit for them to decorate their cards.
- Have pupils write on the cards. Put the following on the board as an example:

Dear Thu Trang,
Happy birthday to you!
Best,
Ngoc Khanh

• Have pupils tell the class about their birthday cards. You may put their cards on the classroom board for display.

Key: Pupils' own answers

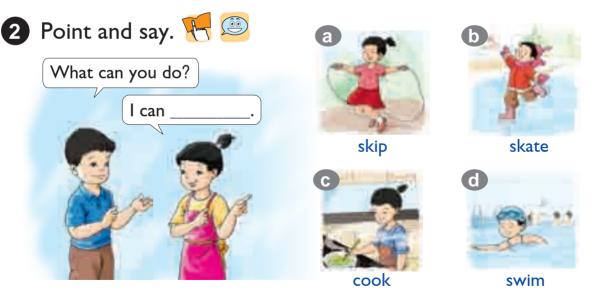
Unit 4 When's your birthday?



Unit 5 Can you swim?

Lesson 1





Work in pairs. Tell your partners what you can do. 🕮

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Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Things we can do*.
- ask and answer questions about what someone can/cannot do, using *What can you do? I can ...*
- ask and answer questions about whether someone can do something, using *Can you ...? Yes, I can./No, I can't*.
- pronounce the sounds of the letters **s** and **sw** in the words **s**ing and **sw**im respectively.

Warm-up: Revise the verbs/verb phrases to talk about activities pupils learnt in *Tieng Anh 3* (e.g. *read, cycle, skip, skate, cook, swim, play football, play volleyball*). Use flashcards if possible.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what they can or cannot do.
- Ask them to look at the four pictures to identify the characters (Mai, Nam and Phong) and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In Picture a, Mai is holding a picture to show that she can draw a cat. In Pictures b and c, Mai is asking Nam and Phong about what they can do. Explain the meaning of the phrases *can dance, can sing* and *can't dance*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: Can is used to express ability (can't = cannot).

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what someone can do.
- Have them look at the bubbles to understand how to use the language. Ask pupils to look at the four pictures to identify what the girl can do in each picture. Revise the words *skip*, *skate*, *cook* and *swim*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (Teacher: *What can you do?* Pupil: *I can skip.*) Ask pupils to say the phrases chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the pictures.
- Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.

Work in pairs. Tell your partners what you can do.

- Tell pupils that they are going to practise using What can you do? and I can ...
- Ask them to work in pairs: one pupil asks the question and the other answers with facts about themselves.
- Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play in front of the class.
- To extend this activity, ask them to say something they cannot do (e.g. *I can't skate*.)







1. I can ____



3. I can _____



2. I can _



4. I can ____





Warm-up: Spend a few minutes revising the question *What can you do?* and the answer *l can* ... Get pairs to act out the questions and the answers in front of the class.

Listen and tick.

- Tell pupils that they are going to listen to three dialogues about someone's abilities and tick the correct pictures.
- Ask them to look at the pictures to identify the similarities and differences among them (In Picture 1a, Tony is drawing a picture. In Picture 1b, Tony is singing. In Picture 1c, Tony is dancing. In Picture 2a, Nam is cooking. In Picture 2b, Nam is skipping. In Picture 2c, Nam is cycling. In Picture 3a, Akiko is skating. In Picture 3b, Akiko is singing. In Picture 3c, Akiko is reading.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures.
- Get pupils to swap their answers before you check as a class.

Key: 1 a	a <mark>2</mark> c 3 a
Audio scr	ipt
1. Mai:	What can you do?
Tony:	I can draw. Look at this!
Mai:	Oh, what a nice picture!
2. Mai:	What can you do?
Nam:	l can cycle.
Mai:	Cycle? Let's cycle together in the park.
3. Mai:	How old are you?
Akiko:	I'm nine years old.
Mai:	What can you do?
Akiko:	l can skate.
Mai:	Oh, really? It's wonderful.

4. Look and write.

- Tell pupils that they are going to complete the sentences to express ability, using the picture cues.
- Ask them to look at the four pictures to identify what the character in each picture can do. Then have them find appropriate words to complete the sentences. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete sentences aloud.
 - Key:1 dance2 skate3 swim4 cycle

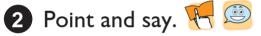
5. Let's play.

- Tell pupils that they are going to play a *Guessing game*. Follow the procedure in *Games* in *Introduction*.
- Stick pictures of a dog, a fish and a parrot on the board. Check if pupils can recognize the animals. Point to a picture and ask some questions about the animal (*e.g. What's this animal? What can it do? Can it swim?*).
- Divide pupils into groups of five. A pupil in one group says two sentences about one of the animals, using *can* and *can't*, and then asks what it is (e.g. *lt can swim, but it can't walk. What is it?*) The pupils of the other groups guess (e.g. *lt's a fish.*) The group that gives the right answer the quickest gets one point.
- The groups take turns asking and answering questions. The one that gets most points wins.













play table tennis



play the piano

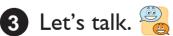


play volleyball



play the guitar





- What can you do?
- Can you _____?



Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to talk about what they can or cannot do.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils express their ability.
- Tell them that they are going to look at, listen to and repeat the dialogue between characters in the three pictures.
- Ask pupils to look at the pictures to identify the characters (Tom and Peter) and the context in which the language is used. Ask them questions such as *Who are the boys? Where are they? What are they doing?* (In Picture a, Tom and Peter are talking in the street. In Picture b, Tom suggests they play football together. In Picture c, Peter kicks the ball and breaks the window.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone's ability.
- Have them look at the bubbles to understand how to ask and answer questions about someone's ability, using *Can you ...? Yes, I can./No, I can't*. Ask pupils to look at the four pictures to identify what the boy can do in each picture. Teach the phrases *play table tennis, play volleyball, play the piano* and *play the guitar*.
- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the phrases under the picture. (Teacher: *Can you play table tennis?* Pupil: *Yes, I can.*) Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and pictures.
- Select some pairs to demonstrate the task in front of the class. Monitor the activity and offer help, if necessary.

Language note: Draw pupils' attention to the expression *play* + *the* + (musical instrument) (e.g. *play the guitar, play the piano*).

Let's talk.

- Tell pupils that they are going to practise asking and answering about ability, using *What can you do? I can ...* and *Can you ...? Yes, I can./No, I can't*.
- Do the task with one pupil as a model. Put the sentences on the board and do choral and individual repetition.
- Ask them to work in pairs, one pupil asking the questions and the other giving the answers to talk about their abilities. Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play in front of the class.



4 Listen and number. 🙆 윊





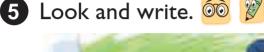










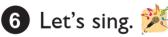




1. Nam: Can you cycle? Akiko: ,



3. Nam: Can you play the guitar? Tony: _____, _____.





2. Nam: Can you play the piano? Hakim: ,



4. Nam: Can you play chess? Linda: _____, ____



Can you swim?

Daddy, daddy, Daddy, daddy, Can you swim? Yes, I can. Yes, I can. I can swim.

Mummy, mummy, Mummy, mummy, Can you dance? Yes, I can. Yes, I can. I can dance.

2 2

Baby, baby, Baby, baby, Can you sing? Yes, I can. Yes, I can. I can sing.



Warm-up: Spend a few minutes revising the previous lesson by asking some pairs to ask and answer about ability, using *Can you ...? Yes, I can./No, I can't*.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about what the four characters can do and number the pictures.
- Ask them to look at the pictures and identify what the character in each picture can do (In Picture a, Tom can play the piano. In Picture b, Phong can sing. In Picture c, Peter can play football. In Picture d, Nam can play table tennis.) Check understanding.
- Play the recording for pupils to listen and number the pictures.
- Play the recording again for them to check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 2 b 4 c 3 d 1

Audio scr	Audio script					
1. Mai:	Can you play table tennis?	2. Tony:	Can you play the guitar?			
Nam:	Yes, I can. It's my favourite sport.	Tom:	No, I can't.			
Mai:	Let's play it together.	Tony:	What about the piano?			
Nam:	OK.		Can you play the piano?			
3. Tom:	Let's play chess.	Tom:	Yes, I can.			
Peter:	Sorry, I can't.	4. Mai:	Do you like music?			
Tom:	What about football?	Phong:	Yes, I do.			
	Can you play football?	Mai:	Can you dance?			
Peter:	Yes, I can.	Phong:	No, I can't. I can't dance, but I can sing.			

5. Look and write.

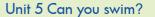
. . .

- Tell pupils that they are going to write the answers to the questions about what the children can do, using picture cues.
- Ask them to look at the four pictures to identify what the character in each picture can/ cannot do. (In Picture 1, Akiko can't dance. In Picture 2, Adam can play the piano. In Picture 3, Tony can't play the guitar. In Picture 4, Linda can't play chess.) Then ask them to read the questions and think of possible answers, using the picture cues. After that, have them write the appropriate answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs to act out the complete dialogues.

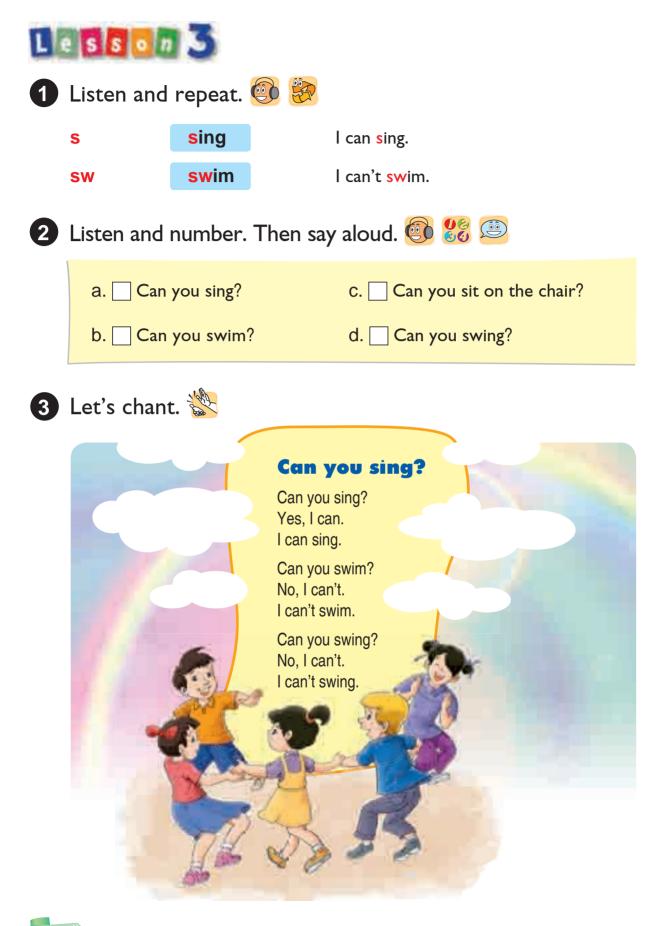
Key: 1 No, I can't. 2 Yes, I can. 3 No, I can't. 4 No, I can't.

6. Let's sing.

- Tell pupils that they are going to sing the song *Can you swim?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line until they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song.
- Play the recording again and get pupils to sing along with the recording.
- Divide the class into two groups: one sings the questions and the other sings the answers.







Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Can you swim?* Have the class listen and clap their hands.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **s** and **sw** in the words **s**ing and **sw**im respectively.
- First, put the letters *s* and *sw* on the board. Play the recording and ask pupils to repeat a few times. Then put the words *sing* and *swim* on the board, play the recording and ask pupils to repeat a few more times. After that, write the sentences *l can sing* and *l can't swim* on the board. Play the recording a few more times and let pupils say the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and number. Then say aloud.

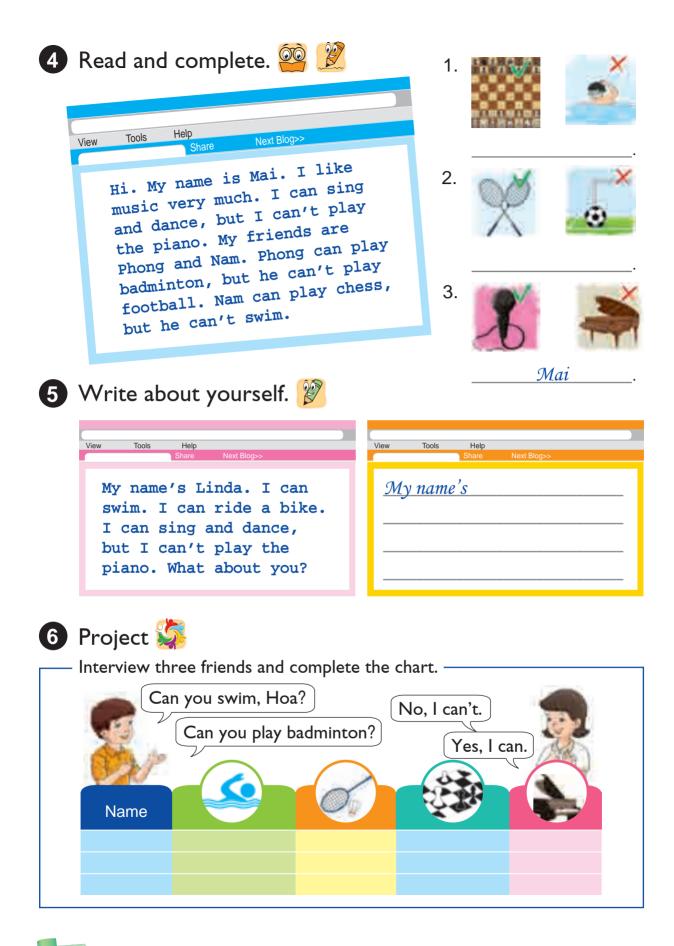
- Tell pupils that they are going to listen to four sentences with the sounds **s** and **sw** and number them.
- Ask them to read the sentences and identify the words with the letters **s** and **sw**. Explain the new word *swing*. Check pupils' understanding.
- Play the recording for pupils to listen and number the sentences. Remind pupils to focus on the words with the sounds *s* and *sw* while listening.
- Play the recording again for them to check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to say the sentences aloud.

air?

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions. Divide the class into groups of four and call two groups to give a demonstration: one group chants the questions, the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call three groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.





Warm-up: Spend a few minutes revising the previous lesson. Get three groups of two to go to the front of the class to sing the chant *Can you sing*? and do actions. Ask the rest of the class to listen and clap their hands.

4. Read and complete.

- Tell pupils that they are going to read the text about Mai and her friends Nam and Phong and write their names under the pictures. Explain the meaning of ✓ and × in the pictures (✓: can, ×: can't). Check understanding. Have pupils read the first three lines of the passage and explain why we put *Mai* under the third pair of pictures. (Mai can sing, but she can't play the piano.)
- Get them to read the text and focus on the information to complete the blanks (what each character can and cannot do). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. Provide explanations to the answers, if necessary.

Key: 1 Nam 2 Phong

5. Write about yourself.

- Tell pupils that they are going to write a short paragraph about what they can and cannot do, following the structure of the given text.
- You may want to introduce the word *blog*. (A blog, or a web log, is a website with short articles that are changed regularly.) Ask pupils if they or their family members have written a blog. Explain how and why people write a blog. (People usually write about their daily lives, interests, opinions, and/or experiences on their blogs.)
- Tell pupils that the given text is an article from a blog. Ask pupils to read the blog to understand what Linda writes about herself: her name, what she can do and what she cannot do.
- Have pupils work in pairs or groups to discuss what they are going to write. Then give them time to do the task independently.
- Get pupils to swap their answers before checking as a class. If there is time, ask one pupil to write the answer on the board.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to interview three classmates to get information about their abilities and complete the chart.
- Ask pupils to pay attention to the sample sentences in the bubbles. Check their understanding of the symbols in the chart.
- Get a pair to do a demonstration in front of the class as an example before starting the activity.
- Give pupils time to do the interview in class.
- Call some pupils to the front of the class to report on their work.
- If time allows, you may make a chart to show the number of pupils who can do each of the four activities and put it on the wall for display.

Key: *Pupils' own answers*







Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and my friends*.
- read and identify specific information related to the theme *Me and my friends*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.

Listen and tick.

- Tell pupils that they are going to listen to five dialogues and tick the correct pictures.
- Give them a few seconds to look at the pictures. Ask them to identify the similarities and differences among them (1a. Linda is greeting a boy. 1b. Linda is in bed and saying good night to her mum. 1c. Linda is saying goodbye to a boy. 2a. Big Ben in London. 2b. The Opera House in Sydney. 2c. The Statue of Liberty in New York. 3a. a calendar sheet of Monday. 3b. a calendar sheet of Thursday. 3c. a calendar sheet of Sunday. 4a. A calendar sheet of the first of October. 4b. A calendar sheet of the first of December. 4c. A calendar sheet of the first of September. 5a. A boy is cycling. 5b. A boy is swimming. 5c. A boy is drawing a picture.) Check understanding.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap their answers before you check as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: 1b **2**b **3**b **4**c **5**a

Audio script					
1. Linda:	Good night, Mum.				
Mother:	Good night, Linda.				
2. Hoa:	What's your name?				
Tony:	My name's Tony.				
Hoa:	What nationality are you?				
Tony:	I'm Australian.				
3. Mr Loc:	Good morning, class.				
Class:	Good morning, Mr Loc.				
Mr Loc:	What day is it today?				
Boy:	It's Thursday.				
4. Girl:	When's your birthday?				
Boy:	It's on the first of September.				
5. Boy:	Who's that?				
Girl:	It's my brother.				
Boy:	What can he do?				
Girl:	He can ride a bike.				



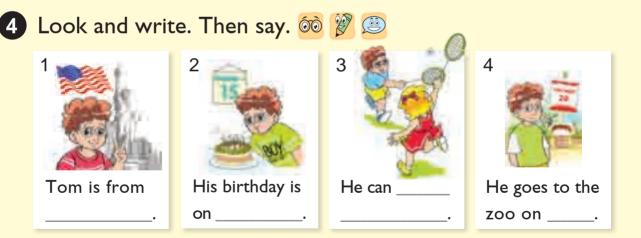
2 Read and write. 🤒 🦻

This is my new friend. Her name is Linda. She is nine years old. She is from England. She is a pupil at Ha Noi International School, She likes music very much. She can play the guitar and sing many Vietnamese songs. She goes to the Music Club on Wednesdays.

3 Read and match. 🤒

- 1. What nationality are you?
- 2. When's your birthday?
- 3. What can you do?
- 4. What day is it today?
- 5. Goodbye, Mai.

- 1. Where is Linda from?
- 2. How old is she?
- 3. What can she do?
- 4. What does she do on Wednesdays?
 - a. It's on the second of May.
 - b. See you later, Nam.
 - C. It's Tuesday.
 - d. I'm American.
 - e. I can swim.



5 Write about you. 📝

Hi. My name is	I am years old	
I am from	I am a pupil at	·
l can	l cannot	·
I	on Sundays.	



Read and write.

- Tell pupils that they are going to read the text and write the answers to the questions.
- Give them a few seconds to read the text and questions in silence. Check understanding. Then have pupils read the text again, focusing on the information to answer the questions.
- Give pupils time to do the task independently.
- Get pupils to swap their answers before checking as a class. Provide explanations, if necessary.
 - Key: 1 She's from England.
 - 2 She's nine years old.
 - **3** She can play the guitar and sing many Vietnamese songs.
 - 4 She goes to the Music Club.

3. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding.
- Give them time to do the task independently.
- Get pupils to swap their answers before checking as a class. Provide explanations, if necessary.
- Have a few pairs act out the dialogues.

Key: 1d **2**a **3**e **4**c **5**b

4. Look and write. Then say.

- Tell pupils that they are going to look at the pictures and write about the character Tom.
- Give them a few seconds to look at the pictures to get some information about Tom. (In Picture 1, Tom is taking a photo with the Statue of Liberty. In Picture 2, Tom is blowing out the candles on his birthday cake. The calendar on the wall shows the fifteenth of January. In Picture 3, Tom is playing badminton. In Picture 4, Tom is going to the zoo.) Elicit the words to fill the gaps.
- Get them to work in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to say the sentences about Tom in front of the class.

Key:	1 America	2 the fifteenth of January		
3 play badminton		4 Sunday		

5. Write about you.

- Tell pupils that they are going to complete a paragraph about themselves, using word cues.
- Ask them to look at the incomplete sentences to identify the information needed to fill the gaps. Then ask them to think of possible words or phrases to complete the sentences.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is enough time, call some pupils to read their paragraphs aloud.

Key: *Pupils' own answers*



Short story Cat and Mouse



1. Read and listen to the story.

- Tell pupils that they are going to read and listen to the story.
- Before pupils listen, ask them to look at the pictures and ask them questions to remind them of the old characters and introduce the new character (e.g. *What's the name of the black-and-white cat? What's the name of the white mouse? Can you see the yellow mouse? Who is she? Can you guess?*).
- Ask them to read the story in silence. Then play the tape and let the pupils listen.

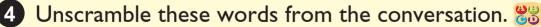
Audio	Audio script				
Miu:	Hello, I'm Miu the cat.				
Chit:	Hello, I'm Chit the mouse and this is my sister Mimi.				
Miu:	And those are my friends Maurice and Doris!				
Miu:	Hello.				
Mary:	Hello.				
Miu:	Who are you?				
Mary:	My name's Mary. Is this Chit's house?				
Miu:	Yes, it is.				
Chit:	Hello, Mary!				
Mary:	Hello, Chit!				
Chit:	How are you?				
Mary:	I'm very well, thank you.				
Chit:	Miu, this is my cousin Mary.				
Miu:	Nice to meet you, Mary.				
Mary:	Nice to meet you too, Miu.				
Miu:	Where are you from, Mary?				
Mary:	I'm from America.				
Miu:	Really? Where in America?				
Mary:	New York.				
Miu:	Can you play the guitar?				
Mary:	Yes, I can. Can you play the guitar, too?				
Miu:	No, I can't. But I can play the piano.				
Mary:	Great! Let's play!				



2	Complete	the	conversation.	
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Miu:	Hello
------	-------

- Mary: Hello.
- Miu: (1) _____ are you?
- Mary: (2) _____ Mary. Is this Chit's house?
- Miu: (3) _____.
- Chit: Hello, Mary!
- Mary: Hello, Chit!
- Chit: (4) _____ are you?
- Mary: I'm (5) _____.
- 3 Work in groups of three. Read the conversation. Then act it out with your own names.
 - Chit: Miu, this is my cousin Mary.
 - Miu: Nice to meet you, Mary.
 - Mary: Nice to meet you too, Miu.
 - Miu: Where are you from, Mary?
 - Mary: I'm from America.
 - Miu: Really? Where in America?
 - Mary: New York.
 - Miu: Can you play the guitar?
 - Mary: Yes, I can. Can you play the guitar, too?
 - Miu: No, I can't.



 a. sheou
 <u>house</u>
 b. ealyrl

 c. icne

 d. neridsf

 e. ragitu

 f. miracea







2. Complete the conversation.

- Tell pupils that they are going to read the text and fill the gaps.
- Give them a few seconds to read the text and check comprehension.
- Give them time to do the task.
- Ask them to swap and check their answers before checking as a class.
- Assign a few pairs to read aloud the dialogue.

	Key:	1 Who	2 My name's	3 Yes, it is	4 How	5 very well, thank you.
	Audio	script				
	Miu:	Hello.				
	Mary:	Hello.				
	Miu:	Who are	you?			
	Mary:	My nam	e's Mary. Is this C	hit's house?		
	Miu:	Yes, it is.				
	Chit:	Hello, M	ary!			
	Mary:	Hello, Cł	nit!			
	Chit:	How are	you?			
l	Mary:	l'm very	well, thank you.			

3. Work in groups of three. Read the conversation. Then act it out with your own names.

- Tell pupils that they are going to practise the dialogues, using their own names.
- Ask them to sit opposite of each other and practise the dialogue.
- Call a few pairs to act out the dialogue. Correct the pronunciation, if necessary.

Key: Pupils' own answers

4. Unscramble these words from the conversation.

- Tell pupils that they are going to put the letters in the correct order to make words, and that they can find the words in the story. Do the first word as an example.
- Give them time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the correct words.

Key: b really c nice d friends e guitar f America



Unit 6 Where's your school?

1) Look, listen and repeat. 应 🔨 🐯 Phong and I study in the same school. This is my cousin lack. a b He's in London. What's the name Hello, Jack. Nice to of your school? meet you. I'm Phong. Nguyen Du Primary School. Nice to meet you too, Phong. Where's your school? C What about you, Jack? What's d It's in Nguyen Du the name of your school? Street in Ha Noi. Column Reisers Lab Oxford Primary School. lt's in Oxford Street. 2 Point and say. 🏹 🕮 a b



Work in pairs. Ask and answer questions about your school. Ask its name and where it is. $\bigotimes_{i=1}^{n} \sum_{j=1}^{n} \sum_{i=1}^{n} \sum_{i=1}^{n}$

40

Lesson

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School*.
- ask and answer questions about where a school is, using *Where's your school? It's in* + (place).
- ask and answer questions about what class someone is in, using *What class are you in? I'm in Class ...*
- pronounce the sounds of the letters sch, sk and str in the words school, skipping and street respectively.

Warm-up: Spend a few minutes asking and answering questions about the pupils' school (in Vietnamese) such as *What's the name of your school? Where is it? What class are you in? What do you know about the school?* Then get pupils to open their books on Page 40 and read the title.

1. Look, listen and repeat.

- Tell pupils that they are going to learn to ask and answer questions about where their school is.
- Have them look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Phong and Peter are talking to Peter's cousin Jack online. Peter introduces Jack to Phong. In Picture b, Jack asks the name of Peter's school. In Picture c, Jack continues to ask Peter about the location of his school, using *Where's your school?* In Picture d, Phong asks about Jack's school.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: *What about you?* is used when people do not want to repeat the previous question. *E.g. What about you, Jack?* in Picture d means *Where's your school, Jack?*

2. Point and say.

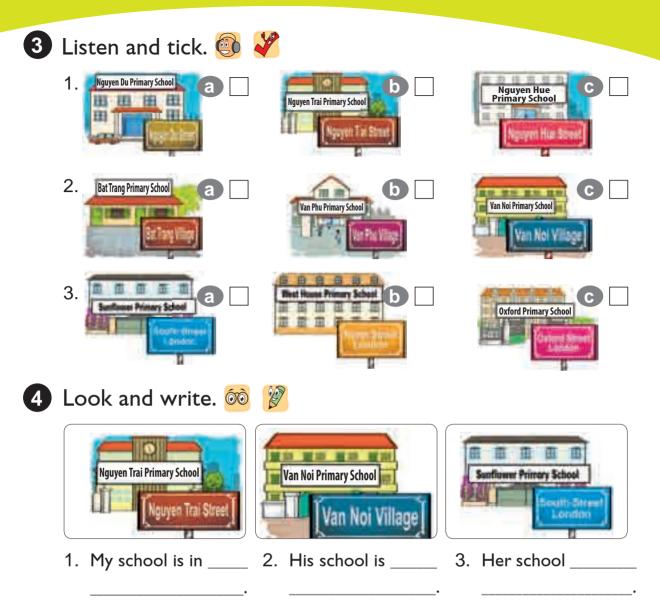
- Tell pupils that they are going to practise asking and answering questions about where a school is, using *Where's your school? It's in* + (place).
- Have them look at the bubbles and the pictures to understand how the language is used. Point to the first picture and teach the words *Oxford Street*. Get pupils to ask the question *Where's your school?* and give the answer *It's in Oxford Street* chorally and individually. Then tell them to practise asking and answering the question in pairs, using the prompts in the bubbles and the words under the picture. Repeat the same procedure with the rest of the pictures.
- Invite a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation.

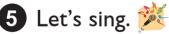
Language note: Use capital letters at the beginning of proper names.

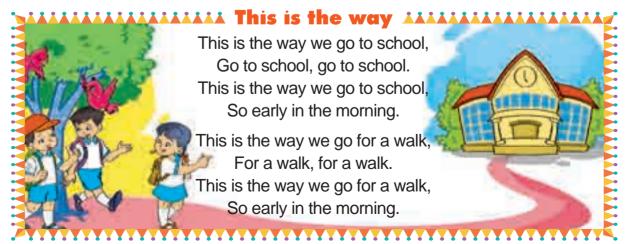
Work in pairs. Ask and answer questions about your school. Ask its name and where it is.

- Tell pupils that they are going to say the name and location of their own school.
- First, tell pupils to work in pairs: one pupil asks *What's the name of your school? Where is it?* and the other answers *My school is* + (school). *It's in* + (place).









Warm-up: Spend a few minutes revising the previous lesson by calling a few pupils to the front of the class to talk about their school (its name and location). You can also ask one pupil to write sentences about the name of the school and its location on the board.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues and tick the correct pictures.
- Have them look at the pictures to identify the similarities and differences by saying what the schools are and where they are. Have them read aloud the names of the schools and their locations. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on the names of the schools and their locations.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Audio script

- **1.** *A*: Where's your school?
 - B: It's in Nguyen Hue Street.
 - A: Is it in Ha Noi?
 - *B*: No, it isn't. It's in Nam Dinh.
- **3.** *A*: My school is big and beautiful.
 - B: Where is it?
 - A: It's in Oxford Street, London.
- **2.** *A*: What's the name of your school?
 - B: Bat Trang Primary School.
 - A: Where is it?
 - B: It's in Bat Trang Village.

4. Look and write.

- Tell pupils that they are going to write where the schools are.
- Give them a few seconds to look at the pictures. First, focus pupils on the locations of the schools. Then have them look at the sentence under each picture and find the appropriate words to fill in the sentence. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 Nguyen Trai Street 2 in Van Noi Village 3 is in South Street, London

5. Let's sing.

- Tell pupils that they are going to sing the song *This is the way*. Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of pupils to go to the front of the class. One group sings the first four lines of the lyrics, the other sings the last four lines. The rest of the class sings together, clapping hands.
- Have the class sing the song again and clap their hands or do actions to reinforce the activity.



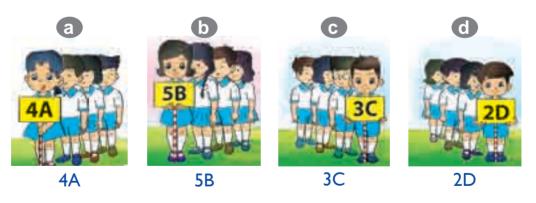


1 Look, listen and repeat. 🔯 🗐 🛞











3 Let's talk. 🦉

- What's the name of your school?
- Where is it?
- What class are you in?



Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *This is the way*. The class may sing the song, clapping hands.

1. Look, listen and repeat.

- Tell pupils that they are going to learn to ask and answer questions about the class someone is in.
- Have them look at the three pictures to understand the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* (In Picture a, Phong and Judy greet each other. In Picture b, Judy asks Phong where his school is. In Picture c, she continues to ask Phong *What class are you in?* and Phong answers *I'm in Class 4A*.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

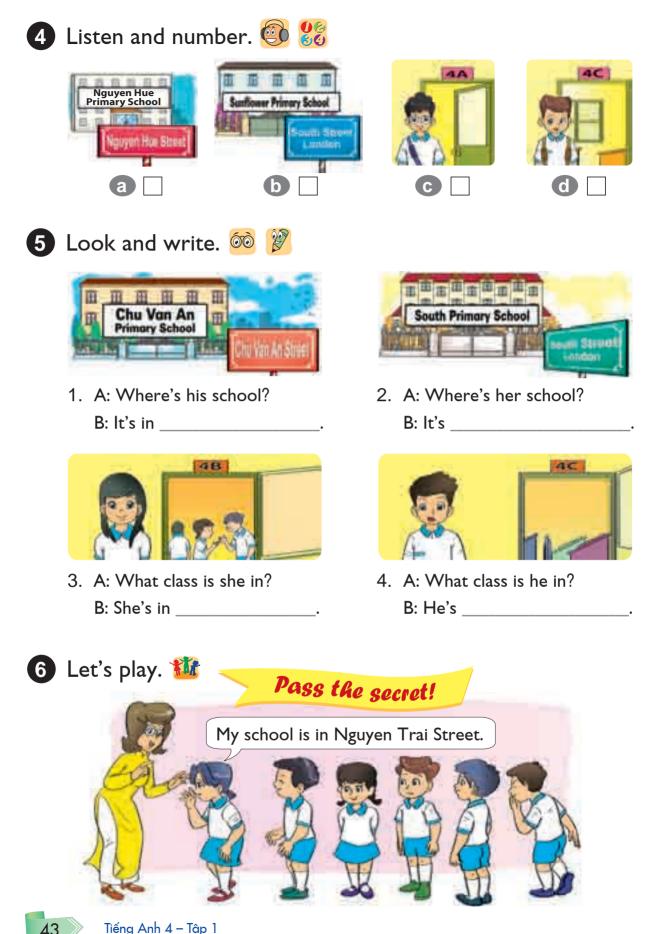
2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the classes the pupils are in.
- Draw their attention to the bubbles and pictures to understand how the language is used in different contexts. In the first two bubbles, pupils ask and answer questions about what class they are in, using *What class are you in? I'm in Class* ... In the next two bubbles, pupils ask and answer questions about what class someone is in, using *What class is he/she in? He's/ She's in Class* ... Ask pupils to look at the pictures and say the classes *4A, 5B, 3C* and *2D*. Check comprehension.
- Point to the first picture and get one pupil to ask *What class are you in*? and the other to answer *I'm in Class 4A*. Do choral and individual repetition.
- Point to the second picture and get one pupil to ask *What class is she in?* and the other to answer *She's in Class 5B*. Repeat the procedure with the rest of the pictures.
- Ask pupils to work in pairs, pointing to the characters speaking. Then call on a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.
- Have them work in pairs: one pupil asks the questions *What's the name of your school? Where is it? What class are you in?* and the other gives the answers.
- Call on a few pairs to role-play in front of the class. Correct the pronunciation, if necessary.
- If there is enough time, ask one pupil to talk about his/her school and class, e.g. *My school is Nguyen Trai Primary School. It's in Nguyen Trai Street, Ha Noi. I'm in Class 4D2.*





Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class and talk about their school and class.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Focus their attention on the pictures so that they can understand how the language is used. Help them to identify the similarities and differences by explaining the names and locations of the schools (Pictures a and b) and the names of the classes (Pictures c and d).
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and number the pictures. Tell them that they should focus on the names and locations of the schools and the classes the characters are in.
- Get pupils to swap their answers before you check as a class.

Key:	a 3	b 1	c 4	d 2
------	------------	------------	------------	------------

Audio script

- **1.** *A*: Where's your school, Linda?
 - B: It's in South Street, London.
 - A: What's the name of your school?
 - B: It's Sunflower Primary School.
- **3.** *A*: What's the name of your school?
 - B: It's Nguyen Hue Primary School.
 - A: Where is it?
 - *B*: It's in Nguyen Hue Street, Hoan Kiem District, Ha Noi.

- 2. Linda: What class are you in? Nam: I'm in Class 4C. Linda: Sorry. 4D or 4C? Nam: Class 4C.
 - *Nam:* Class 4C. *Linda:* Oh, I see.
- **4.** John: Where's your school, Phong? Phong: It's in Nguyen Du Street. John: What class are you in?
 - Phong: I'm in Class 4A.

5. Look and write.

- Tell pupils that they are going to read the dialogues and fill the gaps, using the picture cues.
- Ask them to look at Dialogues 1 and 2. Explain that they need to complete the answers with the streets where the schools are in. Then ask them to look at the pictures to identify the answers. Then have pupils look at Dialogues 3 and 4. Explain that they need to complete the answers with the classes the pupils are in. Then ask them to look at the pictures to identify the answers.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
 Key: 1 Chu Van An Street
 2 in South Street, London
 3 Class 4B
 4 in Class 4C

6. Let's play.

- Tell pupils that they are going to play the game *Pass the secret!* Follow the procedure in *Games* in *Introduction*.
- Divide them into groups of six. Ask them to line up in rows. Then whisper the first pupil in each row a sentence, e.g. *My school is in Nguyen Trai Street*. The first pupil then whispers the sentence to the second one. The last pupil in the row says aloud the sentence she/he heard. The group that says the teacher's sentence correctly in the shortest time will win the game.
- To make the game more competitive, you can select some pupils to act as teachers and whisper sentences to the first pupils in the rows. These pupils should say something they have learnt from Lessons 1 and 2, and they have to whisper the sentences to the rows at the same time.



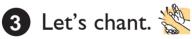


1 Listen a	Listen and repeat. 😳 🐯				
sch	school	This is our <mark>sch</mark> ool.			
sk	skipping	Mai likes <mark>sk</mark> ipping.			
str	street	My school is in Nguyen Du <mark>Str</mark> eet.			



2 Listen and circle. Then write and say aloud. 🙆 朡 🤒

1.	This is a	·	a. school	b. street
2.	The	is beautiful.	a. school	b. street
3.	The	is long.	a. street	b. stream
4.	I love my	·	a. school	b. street
5.	Linda likes	·	a. skating	b. skipping



School, school, school!

School, school, school! This is the way We go to school. It's so much fun! Street, street, street!

This is the way We walk on the street. It's so much fun!



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to do a dictation. You can choose some sentences learnt in the previous lessons (e.g. *Our school is Nguyen Hue Primary School. It is in Nguyen Hue Street in Ha Noi. We are in Class 4C.*) Follow the procedure in *Activities Bank* in *Introduction*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *sch*, *sk* and *str* in the words *school*, *sk*ipping and *street* respectively.
- First, put the letters *sch*, *sk* and *str* on the board. Play the recording and ask pupils to repeat a few times. Then write the words *school*, *skipping* and *street*, and the three sentences from the Pupil's Book on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

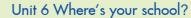
2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and then write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate options. Allow them time to do the task independently. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to read the sentences aloud.

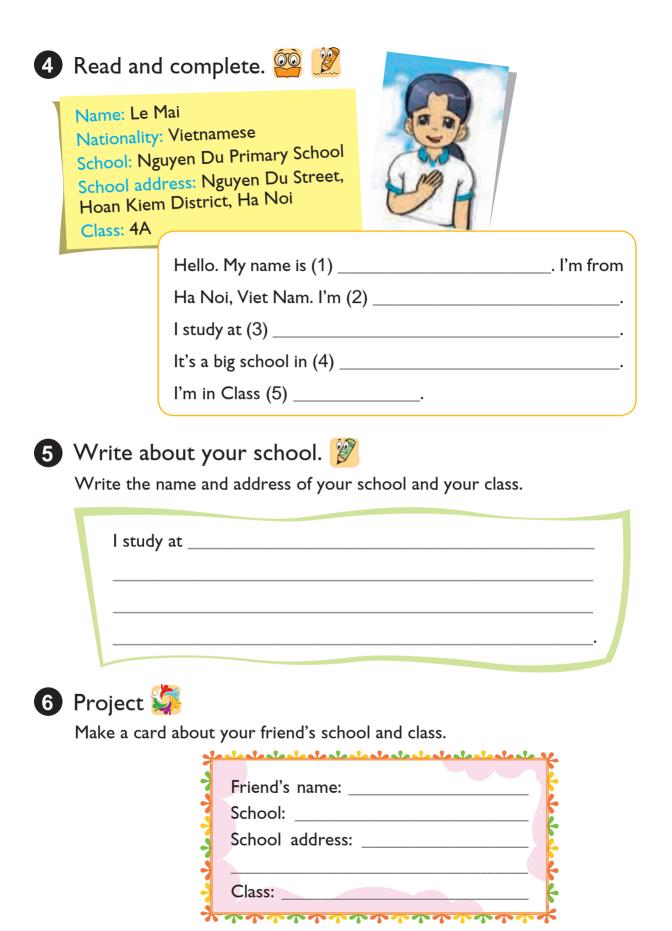
	Key:	1 b	2 b	3 b	4 a	<mark>5</mark> a	
Audio script							
1. This is a street.				 The street is beautiful. 			The stream is long.
4. I love my school.		ol.	 Linda likes skating. 				

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant. Go around and offer help, if necessary.
- Call two pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.







Warm-up: Spend a few minutes revising the previous lesson. Get two groups of pupils to go to the front of the class to sing the chant *School, school, school!* Ask the rest of the class to chant along and do actions.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the passage.
- Get them to read the text and focus on the information to complete the passage (what the girl's name is, what nationality she is, what the name of her school is, where her school is and what class she is in). Then ask them to read the passage and find appropriate information from the text to fill the gaps. If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer some questions (e.g. *What's her name? What nationality is she? What is the name of her school? Where's her school? What class is she in?*).
 - Key: 1 Le Mai
 - 2 Vietnamese
 - 3 Nguyen Du Primary School
 - 4 Nguyen Du Street, Hoan Kiem District, Ha Noi
 - <mark>5</mark> 4A

5. Write about your school.

- Tell pupils that they are going to write a short paragraph about their school and their class.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on the name of the school, its location and the class they are in. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the answer on the board.
 - Key: Pupils' own answers

6. Project

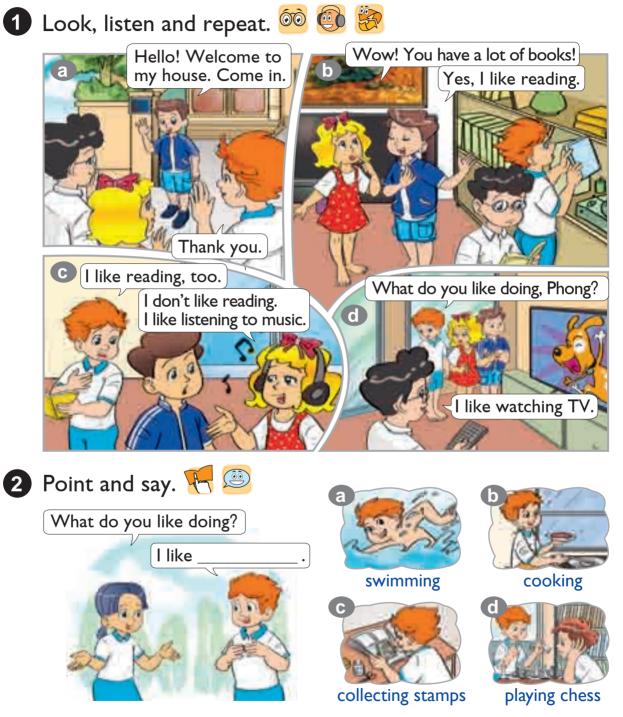
- Tell pupils that they are going to do a project. Explain the task and check understanding.
- Give each pupil a small card. Let pupils copy the four categories from the book onto their cards. Encourage them to decorate their cards.
- Ask them to interview one of their friends (in another school, if possible), using the questions *What's your name? What's the name of your school? Where's your school? What class are you in?* and write the information on the card. Get them to swap their cards in pairs. They should look at their partners' cards and describe their partners' friends.
- Call some pupils to the front of the class and tell the class about their partners' friends. To make this activity more challenging, you may ask them not to look at the cards.

Key: *Pupils' own answers*



Unit 7 What do you like doing?

Lesson



Work in pairs. Tell your partners what you like doing. 📖

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My hobby*.
- ask and answer questions about what someone likes doing, using *What do you like doing? I like* + verb-*ing* + (noun).
- ask and answer questions about someone's hobbies, using What's your hobby? I like + verb-ing + (noun).
- pronounce the sounds of the letters **fl** and **pl** in the words **fl**ying and **pl**aying respectively.

Warm-up: Spend a few minutes revising the previous lesson by asking a group of five pupils to go to the front of the class and sing the song *This is the way*. Have the class sing along and do actions.

1. Look, listen and repeat.

- Tell pupils that they are going to find out about how to ask and answer questions about things someone likes doing.
- Ask them to look at the four pictures to identify the characters (Linda, Nam, Tony and Phong) and the context in which the language is used. Ask them questions such as *Who are they?* Where are they? What are they talking about? (In Picture a, Linda, Phong and Tony are visiting Nam's house. In Picture b, Nam tells his hobby, using *I like reading*. In Picture c, Linda says to Nam and Tony *I like listening to music*. In Picture d, Tony asks Phong *What do you like doing?* and Phong says *I like watching TV*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Language notes:

- *like* + verb-*ing* is used mostly to talk about enjoyment/hobbies.
- *like* + *to* + verb (*to*-infinitive) is mostly used to talk about choices.

2. Point and say.

- Tell pupils they are going to practise asking and answering questions about what someone likes doing.
- Have them look at the bubbles to understand how to ask and answer questions about things someone likes doing. Ask pupils to look at the four pictures to identify what Tony likes doing in each picture. Teach the words and phrases *swimming, cooking, collecting stamps* and *playing chess*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (Teacher: *What do you like doing?* Pupil: *I like swimming.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the words and phrases under the pictures. Monitor the activity and offer help, if necessary.

Work in pairs. Tell your partners what you like doing.

- Tell pupils they are going to practise using What do you like doing? I like ...
- Ask them to work in pairs: one pupil asks the question and the other gives the answer about their own hobbies. Monitor the activity and offer help, if necessary.
- Ask some pairs to role-play in front of the class.





Warm-up: Spend a few minutes revising the previous lesson by getting some pairs of pupils to the front of the class to ask and answer questions about what someone likes doing, using *What do you like doing? I like* + verb-*ing* + (noun).

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about hobbies and tick the correct pictures.
- Have them look at the pictures to identify the characters' hobbies. (1a. Linda likes cooking. 1b. She likes collecting stamps. 1c. She likes eating. 2a. Tony likes reading. 2b. He likes flying a kite. 2c. He likes dancing. 3a. Mai likes swimming. 3b. She likes playing chess. 3c. She likes collecting stamps.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen to and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on what the characters like doing.
- Get pupils to swap their answers before you check as a class.

Key: 1 b 2 c 3 a	
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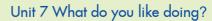
Audio scri	ipt	
1. Nam: Linda: Nam:	What do you like doing, Linda? 2. <i>Tony:</i> I like collecting stamps. I like collecting stamps too.	Hi, I'm Tony. I'm from Australia. I've got a lot of books. I like dancing hip hop. What about you?
3. Phong: Mai: Phong: Mai:	Do you like playing chess, Mai? No, I don't. What do you like doing? I like swimming.	

4. Look and write.

- Tell pupils that they are going to complete the sentences relating to the characters' hobbies.
- Give them a few seconds to look at the pictures. First, focus pupils on the pictures to identify
 what they like doing (1. Nam likes playing football. 2. Linda likes playing chess. 3. Peter likes
 reading. 4. Hoa likes collecting stamps.) Then ask pupils to read the incomplete sentences
 and find the appropriate words to complete them, using the pictures as cues. If necessary, get
 pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.
 - Key: 1 playing football 2 playing chess 3 reading (books) 4 collecting stamps

5. Let's sing.

- Tell pupils that they are going to sing the song *l like doing things*. Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a group of four to the front of the class. Each of the pupils sings two lines of the song, while the class does actions.
- Have the class sing the song again and clap their hands to reinforce learning.



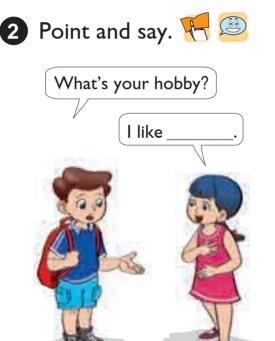






1 Look, listen and repeat. 🚧 🚱







riding a bike





flying a kite







3 Let's talk. 🥮

- What do you like doing?
- What's your hobby?



Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *l like doing things*. The class may sing the last four lines as a whole, clapping hands.

1. Look, listen and repeat.

- Tell pupils that they are going to look at a story in which the characters ask and answer questions about hobbies.
- Ask them to look at the three pictures to identify the characters and the context in which the language is used. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Phong asks Linda about her hobby. In Picture b, Tony says that his hobby is playing the guitar. In Picture c, Mai says her hobby is singing and they all go to Super Music Club because they all like music.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone's hobbies.
- Have them look at the bubbles to understand how to ask and answer questions about someone's hobby, using *What's your hobby? I like ...*
- Ask pupils to look at the five pictures to identify what the characters like doing. Teach the phrases *riding a bike, playing badminton, flying a kite, taking photographs, watching TV.* Point to the first picture and do the task with one pupil as a model, using the expressions in the bubbles and the phrase under the picture. (Teacher: *What's your hobby?* Pupil: *I like riding a bike.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class or correct pronunciation, if necessary.

Let's talk.

- Tell pupils that they are going to practise asking and answering questions about someone's hobbies, using *What do you like doing?* and *What's your hobby?*
- Do the task with two pupils. Put the questions and the answers on the board and do choral and individual repetition.
- Ask them to work in pairs: one asks the questions and the other gives the answers about their own hobbies. Tell pupils that both questions can be used to ask about one's hobbies. They should practise both with their partners. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.





4 Listen and number. 🗐 👫







1. Peter: What do you like doing? Linda: I like _____.



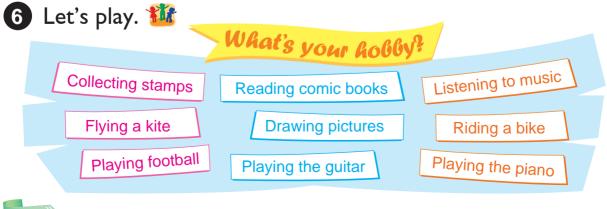
3. Phong: What's your hobby? Linda: I like _____ .



2. Peter: What do you like doing? Tom: I like _____



4. Phong: What's your hobby? Mai: I like



Warm-up: Spend a few minutes revising the previous lesson by playing a *Guessing Game,* following the procedure in *Games* in *Introduction*. Have pupils play the game in small groups. They should take turns acting out their hobbies while the others guess what the hobbies are.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about hobbies and number the pictures.
- Ask them to look at the pictures and identify who the characters are and what they like doing.
 (a. Linda likes flying a kite. b. Mai and Tony like singing. c. Nam likes playing badminton.
 d. Tony likes taking photographs.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on what the characters like doing. Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class.

Audio script								
1. Peter:	I have a new ball. Let's play football.	2. Linda:	Oh, your kite's nice.					
Nam:	No, I don't like playing football.	Quan:	Flying a kite is my hobby.					
Peter:	What do you like doing?		What's your hobby?					
Nam:	l like playing badminton.	Linda:	Flying a kite, too.					
Peter:	OK, let's play!	Quan:	OK. Let's make a kite.					
		Linda:	That's a good idea!					
3. Peter:	l don't like riding a bike.	4. Mai:	Do, Re, Mi, Fa, Sol, La, Ti, Do					
Akiko:	What's your hobby?	Tony:	Oh, you sing very well!					
Peter:	Taking photographs.	Mai:	Yes, I like singing.					
Akiko:	Oh, that's interesting.	Tony:	l like singing, too.					

5. Look and write.

- Tell pupils that they are going to write the answers to the questions about someone's hobbies.
- Ask them to look at the question *What do you like doing?* in the first two pictures. Then have them find the answers by using the picture cues. Then get pupils to look at the question *What's your hobby?* in the last two pictures. Again, have them find the answers by using the picture cues. Check comprehension. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.

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Key: 1 riding a bike 2 flying a kite 3 taking photographs 4 playing badminton
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6. Let's play.

- Tell pupils that they are going to play the game What's your hobby?
- Stick a large sheet of paper with nine hobbies on the board. Divide pupils into groups of five. One pupil in Group A will mime one of the phrases on the board (e.g. *playing football*) and ask *What's my hobby?* The other groups guess the hobby, put a tick next to *playing football* on the board and say *You like playing football*. The pupils of Group A will say *Yes, that's right*. (or *No, that's wrong*.) The quickest group to put a tick next to the correct phrase on the board and say the correct sentence will get five points. The group that gets the most points wins.





Warm-up: Spend a few minutes revising the previous lesson by calling two groups of three pupils to the front of the class to play the game *What's your hobby?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds **fl** and **pl** in the words **fl**ying and **pl**aying respectively.
- First, put the sounds **fl** and **pl** on the board. Play the recording and ask pupils to repeat a few times. Then put the words **fl**ying and **pl**aying and the sentences *l like* **fl**ying a kite. and *He likes* **pl**aying the piano. on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then say aloud.

- Tell pupils that they are going to listen to the recording and circle the correct phrases to complete the sentences.
- Give them a few seconds to read the sentences in silence and guess the phrases to fill the gaps.
- Have pupils listen to the recording and circle the appropriate phrases to fill the gaps. If necessary, have them do the task in groups. Have them swap their answers before checking as a class. Go around offering help, if necessary.
- Ask pupils to read aloud the sentences.

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

Audio script		
1. I like flying a kite.	2. He likes playing the guitar.	
3. She likes playing with a yo-yo.	4. We like flying in a plane.	

3. Let's chant.

- Tell pupils that they are going to say the chant in the books. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show pupils how to chant and do actions. Call one group of five to give a demonstration.
- Get pupils to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



A Read and complete. So So Constraints of the second se

5 Add your photo and write a reply email to Mai. 🦻

Dear Mai,	
	YOUR PHOTO
	- OUK PHOTO



Collect things that you like (e.g., stickers, stamps, candy wrappers) and show them to your classmates.





Warm-up: Spend a few minutes revising the previous lesson. Get two or three groups to go to the front of the class to sing the chant *Flying a little kite* and do actions.

4. Read and complete.

- Tell pupils that they are going to read Mai's email and complete the sentences.
- Have them look at the email and discuss questions such as *Who is writing the email? Who is he or she writing to?* and *What is the email about?*
- Get pupils to read the sentences under the email and focus on the gaps they need to complete. Then ask them to read the text to find appropriate information to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions.

Key:1 nine2 collecting stamps, taking photos3 playing chess4 penfriend

5. Add your photo and write a reply email to Mai.

- Tell pupils that they are going to write a reply email to Mai, using the information from Activity 4.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on their names and ages, what they like and do not like doing and their email addresses. Remind pupils how to open and close an email. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the email on the board.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to collect things that they like, show them to their classmates and tell their hobbies (e.g. *I like collecting stamps*.)
- Encourage them to collect different things. You may give them more suggestions (e.g. bookmarks, leaves, key chains).
- In the next lesson, have pupils show things they have collected to their classmates and talk about their hobbies.

Example: I like collecting ...

l have ... They are ...

Unit 7 What do you like doing?

Unit 8 What subjects do you have today?





Work in pairs. Ask your partners what subjects they have today.



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic School subjects.
- ask and answer questions about school subjects, using What subjects do you have? I have ...
- ask and answer questions about when someone has a subject, using When do you have ...? I have it on ...
- pronounce the sounds of the letters *ct* and *cts* in the words *subject* and *subjects* respectively.

Warm-up: Spend a few minutes revising the previous lesson by asking the class the question *What do you like doing*? Then have the class say the chant *Flying a little kite* and clap their hands.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about school subjects, using *What subjects do you have today? I have ...*
- Have them look at the four pictures to discuss the context in which the language is used. Ask
 some questions such as Who are they? Where are they? What are they talking about? (In Picture
 a, Nam and Tom talk about what day it is today. In Picture b, Nam asks Tom Do you have Maths
 today? In Picture c, Tom asks Nam What subjects do you have today? and Nam answers I have
 Vietnamese, Maths and English. In Picture d, Tom looks at his wristwatch saying they are late
 for school, so they have to run.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: *Maths* is the short form of *Mathematics*.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about school subjects, using *What subjects do you have today? I have ...*
- Have them look at the pictures to understand how to name the school subjects.
- Point to Picture a and have pupils repeat the word of the subject under it. Do choral and individual repetition. Then tell pupils to practise asking and answering about the subject in pairs, using the prompts in the bubbles and the word under the picture. Repeat the same procedure with the rest of the pictures.
- Invite a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation.

Language note: Names of school subjects start with capital letters, e.g. Maths, Science.

Work in pairs. Ask your partners what subjects they have today.

- Tell pupils that they are going to practise in pairs: one asks and the other answers questions about the actual subjects they have today, using *What subjects do you have today? I have ...*
- Have them work in pairs, one asking and the other giving the answer.
- Call on a few pairs to act out the dialogue in front of the class. Correct pronunciation, if necessary.







What day is it today?

It's Monday. It's Monday. What subjects do you have? I have Maths and Art and English. But we're late, we're late! We're late for school. Let's run! We're late. We're late. We're late for school. Let's run! **Warm-up:** Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What subjects do you have today*? using the actual subjects.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about school subjects and tick the correct pictures.
- Have them look at the pictures. Ask them what these subjects are called in English. Have pupils point to the pictures and say aloud the names of the subjects in English. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the subjects.
- Get pupils to swap their answers before you check as a class.

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

Audio sci	ript		
1. Mai:	What day is it today, Nam?	2. Linda:	Do you have Maths today, Phong?
Nam:	It's Tuesday.		Yes, I do.
Mai:	What subjects do you have today?	Linda:	What about Science?
Nam:	I have Vietnamese, Art and Maths.	Phong:	I don't have Science. But I have
		-	Music and English.
3. Linda:	What day is it today?		-
Mai:	lt's Thursday.		
Linda:	What subjects do you have today, Ma	ai?	
Mai:	I have English, Vietnamese and IT.		

4. Look and write.

- Tell pupils that they are going to fill the gaps of the sentences with different days of the week and the subjects they have.
- Have them look at the pictures to identify the days of the week and the subjects they have on each day. Tell them that the days and subjects are written in Vietnamese. Ask them what these days and subjects are called in English. Check understanding.
- Ask pupils to find appropriate words to complete the sentence under each picture.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 Monday, Vietnamese, Science and English.

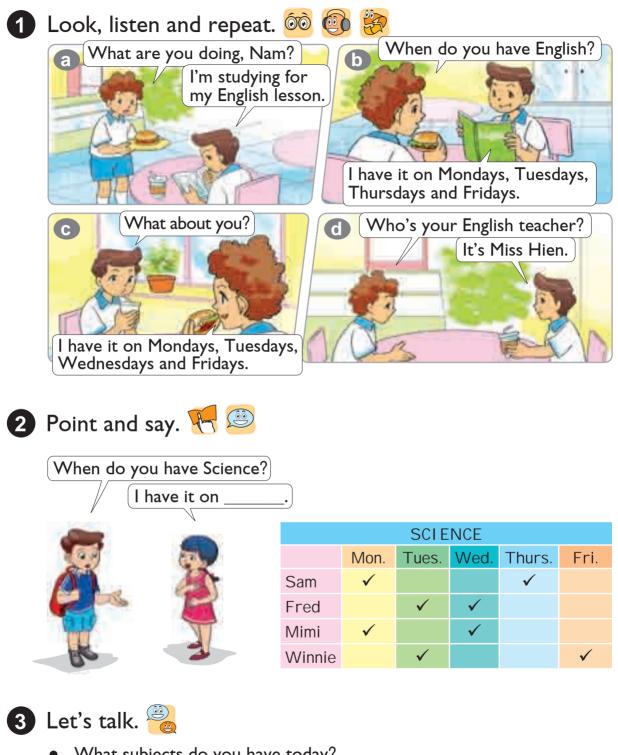
2 Wednesday, has Maths, IT and Music. 3 Friday, have Maths, Science and Art.

5. Let's sing.

- Tell pupils that they are going to sing the song *What day is it today?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask two groups of pupils to the front of the class. One group sings the first three lines and the other sings the last four lines. Then the class sings the song *What day is it today?* together and claps hands.







- What subjects do you have today?
- When do you have ____?
- Who is your _____ teacher?

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *What day is it today?*

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about their timetables.
- Give them a few seconds to look at the pictures and read the text. Get them to identify the characters and the setting of the conversation by asking *Who's this? What are they doing? What are they talking about?* (In Picture a, a friend asks Nam what he is doing. In Picture b, he continues to ask *When do you have English?* and Nam answers *I have it on Mondays, Tuesdays, Thursdays and Fridays*. In Picture c, Nam asks his friend *What about you?* and the friend says he has English on Mondays, Tuesdays, Wednesdays and Fridays. In Picture d, Nam tells that his teacher is Miss Hien.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat. If time allows, ask a few pairs to role-play the conversation.

2. Point and say.

- Tell pupils that they are going to practise the question and answer *When do you have Science?* and *I have it on ...*
- Let them look at the timetable. Ask them to identify the names of the four pupils in the first column and the days when these pupils have Science. Check comprehension.
- Point to the first row of the table and get one pupil to ask *When do you have Science, Sam?* and another to answer *I have it on Mondays and Thursdays*. Repeat the procedure with the other rows in the table.
- Ask them to work in pairs and ask and answer the question, using the given text in the bubbles and the information in the timetable.
- Call a few pairs to act out the exchanges.

Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Get them to work in pairs and ask and answer the three questions. Remind them to answer with facts about themselves.
- Call a few pairs to act out their conversation.
- Encourage pupils to observe and give comments in English.





Warm-up: Spend a few minutes revising the previous lesson by getting the class to play *Slap the board*, using the days of the week and the word *English*. Then ask pupils *When do you have English*? Remind pupils to answer with information from their actual English timetable.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about different PE timetables and number them in the order they hear.
- Ask them to look at the pictures and identify the days where there is a PE lesson. (a. Tuesdays and Thursdays. b. Tuesdays and Fridays. c. Mondays and Wednesdays. d. Wednesdays and Thursdays.)
- Have pupils read aloud the days before playing the recording.
- Play the recording more than once, if necessary. Ask pupils to listen and number the pictures. Tell them that they should focus on the days of the week.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 3 b 4 c 1 d 2

Audio script

- **1.** *A*: What day is it today?
 - B: It's Monday.
 - A: We have PE today.
 - *B:* Yes, we have it on Mondays and Wednesdays.
- **3.** *A*: When do you have PE?
 - B: I have it on Tuesdays and Thursdays.
 - *A:* Today is Thursday. So we have PE today.
 - B: That's right.

- 2. A: When do you have PE?
 - *B:* I have it on Wednesdays and Thursdays.
 - A: Today is Thursday. So we have PE today, right?
 - B: That's right.
- **4.** *A*: When do you have PE?
 - *B*: I have it on Tuesdays and Fridays. What about you?
 - A: Me too.

5. Look and write.

- Tell pupils that they are going to complete the sentences, using the given timetable.
- Give them a few seconds to look at the timetable and read the text. Then check comprehension by asking *When does the pupil have English?*
- Set a time limit for the task and offer help, if necessary.
- Check the answers as a class and call one or two pupils to read aloud the completed text.
 Key: English, Wednesday, Wednesday(s)

6. Let's play.

- Tell pupils that they are going to do the puzzle by writing the names of the school subjects.
- Ask them to look at the word SUBJECTS and the rows of boxes 1 to 5. Have pupils think about the names of the subjects bearing one letter of the word SUBJECTS and complete the puzzle, using one letter per box. Do Number 1 as an example: SCIENCE.
- Ask pupils to work in pairs to discuss the possible answers. Go around offering help, if necessary.
- Call on some of them to say the answers.

Key:1 Science2 Music3 English4 Vietnamese5 Maths







Warm-up: Spend a few minutes revising the previous lesson by organising a *Slap the board* game using the words for school subjects.

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *ct* and *cts* in the words *subject* and *subjects* respectively.
- First, put the letters *ct* and *cts* on the board. Play the recording and ask pupils to repeat a few times. Then put the words *subject*, *subjects* and the sentences on the board. Play the recording a few times and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.

2. Listen and tick. Then write and say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct boxes.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and tick the appropriate boxes. Then ask them to fill the gaps with *subject* or *subjects*. Have them swap their answers before checking as a class. Go around offering help, if necessary.
- Ask pupils to read the sentences aloud.

Key: 1 subjects 2 subject 3 subjects 4 subject

Audio script

- 1. What subjects do you have today?
- 2. What subject do you like?
- 3. What subjects does she have on Fridays?
- 4. What subject does she like?

3. Let's chant.

- Tell pupils that they are going to say the chant *What subjects do you have today*? Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups of three to give a demonstration, one group chants the three questions and the other chants the three answers.
- Get pairs or groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups of three to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

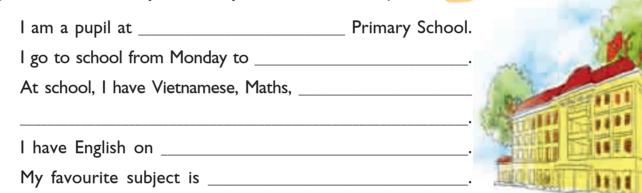


4 Read and complete. थ 🙎

My name is Nga. I go to school from Monday to Friday. I have Vietnamese and Maths every day. I have English on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays and Thursdays, I have Science. I have PE on Mondays and Wednesdays. I have Music on Tuesdays and Art on Fridays.

Monday	Tuesday	Wednesday	Thursday	Friday	
(1)	Vietnamese	Vietnamese	Vietnamese	Vietnamese	
Maths	(2)	Maths	Maths	Maths	
English	English	(3)	English	English	
PE	Music	PE	Science	(4)	

5 Write about you and your school subjects. 🧭





6 Project 郄

Ask a friend in another school about his/her timetable and tick the table below. Then tell the class about it.

	Monday	Tuesday	Wednesday	Thursday	Friday
Vietnamese					
Maths					
English					
Science					
IT					
Music					
Art					
PE					



Warm-up: Spend a few minutes revising the previous lesson by getting two groups of three to go to the front of the class to chant *What subjects do you have today*? and do actions. The rest of the class claps to the rhythm or does actions.

4. Read and complete.

- Tell pupils that they are going to read the text about Nga and complete the timetable.
- Get them to look at the timetable and guess the subjects they can use to fill the gaps. Then have them read the text to find the information they need to complete the task. If necessary, get them to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
 - Key: 1 Vietnamese 2 Maths 3 Science 4 Art

5. Write about you and your school subjects.

- Tell pupils that they are going to complete some sentences about their school subjects.
- Have them work in pairs or groups to discuss what words they are going to fill the gaps with. Focus them on the name of their school, the school days, the school subjects, when they have English, and their favourite subject.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write their answers on the board.
 Key: Pupils' own answers

6. Project

- Tell pupils that they are going to interview a friend in another school about his/her timetable and tell the class about it.
- Give each of them a small piece of paper and ask them to copy the table in the Pupil's Book on the paper.
- Tell pupils to ask a friend in another school about his/her timetable during break time and tick the table.
- Have them tell the class about their friends' timetables.

Example:

	Monday	Tuesday	Wednesday	Thursday	Friday
Vietnamese	\checkmark	\checkmark	\checkmark	\checkmark	
Maths	\checkmark	\checkmark	\checkmark	\checkmark	
English	\checkmark		\checkmark	\checkmark	\checkmark
Science		\checkmark		\checkmark	
IT			\checkmark		
Music			\checkmark		
Art		\checkmark			
PE					\checkmark

Here is my friend's timetable. Huong is a pupil at Quang Trung Primary School. She has Maths and Vietnamese on Mondays, Tuesdays, Wednesdays and Thursdays. She has English on Mondays, Wednesdays, Thursdays and Fridays. She has Science on Tuesdays and Thursdays. She has IT and Music on Wednesdays, and Art on Tuesdays. She has PE on Fridays. Thank you for listening.

Key: Pupils' own answers



Unit 9 What are they doing?

Lesson 1



Work in pairs. Ask your partners what one of your classmates is doing in the classroom.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic Classroom activities.
- ask and answer questions about what someone is doing, using What's he/she doing? He's/She's ...
- ask and answer questions about what people are doing, using What are they doing? They're ...
- pronounce the sounds of the letters **sk** and **xt** in the words *mask* and *text* respectively.

Warm-up: Ask pupils to play *Bingo* to revise verbs for learning activities in the classroom (e.g. *read, write, listen, talk*). Follow the procedure in *Games* in *Introduction*.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what someone is doing in the classroom.
- Ask them to look at the four pictures to identify the characters (Mai, Nam, Tom and Peter) and the context in which the language is used. Ask questions such as *Where are they? What are they doing?* (In Picture a, Nam is holding a ball in his hand, standing with Peter and Mai near the door of the classroom. Peter asks Mai where Tom is. In Picture b, Nam asks Mai *What's he doing?* and Mai answers *He's reading.* In Picture c, Nam asks Tom what he is reading. In Picture d, Nam suggests to the boys that they play football and the boys agree.) Remind pupils of the meaning of *be* + verb-*ing.* Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Language note: *be* + verb-*ing* is used to express an action happening at the moment of speaking (e.g. *They are making a boat.*)

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what someone is doing.
- Have them look at the bubbles to understand how to use the language. Ask pupils to look at the four pictures to identify what the girl/boy is doing in each picture.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the phrases under the picture. (Teacher: *What's she doing?* Pupil: *She's watching a video*.) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the pictures.
- Select some pairs to role-play the dialogue in front of the class.

Language note: Draw pupils' attention to the *ing*-forms of different verbs (e.g. *write* \rightarrow *writing*).

Work in pairs. Ask your partners what one of your classmates is doing in the classroom.

- Tell pupils that they are going to practise asking and answering questions about what one of their classmates is doing in the classroom, using *What's he/she doing?* and *He's/She's* ... You may ask pupils to mime different activities (e.g. *reading, listening to music, playing football*).
- Ask them to work in pairs: one pupil asks the question and the other gives the answer.
- Select some pairs to role-play the dialogue.







1. What's Nam doing?



2. What's Linda doing?



3. What's Phong doing?



4. What's Mai doing?





Warm-up: Spend a few minutes revising the question *What's he/she doing*? and the answer *He's/She's* ... Get pairs to act out the questions and the answers in front of the class.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about what someone is doing and tick the correct pictures.
- Ask them to look at the pictures to identify the similarities and differences among them (1a. Linda is writing. 1b. Linda is reading. 1c. Linda is listening to music. 2a. Nam is listening to music. 2b. Nam is reading. 2c. Miss Hien is reading and Nam is writing. 3a. Peter is listening to music. 3b. Peter is reading. 3c. Peter is watching a video or playing a game.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures.
- Play the recording again for pupils to check their answers.
- Get pupils to swap their answers before you check as a class.

Key: 1 b 2 c 3 a

Audio sc	ript		
1. Tom:	Where's Linda?	2. Tom:	Where's Nam?
Mai:	She's in the library.	Mai:	He's in the classroom.
Tom:	What's she doing?	Tom:	What's he doing?
Mai:	She's reading a book.	Mai:	He's writing a dictation.
3. Tom:	Where's Peter?		
Mai:	He's in the computer room.		
Tom:	What's he doing?		
Mai:	He's listening to music.		

4. Look and write.

- Tell pupils that they are going to answer the questions about what someone is doing, using the picture cues.
- Ask them to look at the four pictures to identify what the character in each picture is doing. Then ask pupils to read the questions and write the answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete questions and answers aloud.
 - **Key: 1** He's reading a book.
- **2** She's writing a dictation.
- ³ He's listening to music.
- 4 She's watching TV/a video.

5. Let's play.

- Tell pupils that they are going to play *Charades*. Follow the procedure in *Games* in *Introduction*.
- Divide them into groups of three. Pupil 1 mimes a classroom activity (e.g. reading a book, listening to music) without making any sounds or lip movements. Pupil 2 points to Pupil 1 and asks *What's he/she doing?* Pupil 3 answers (e.g. *He's/She's reading a book.*)
- The pupils in groups take turns asking and answering the questions. Monitor the activity and offer help, if necessary.

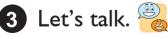








60



- Where is he/she?
- What's he/she doing?
- - Where are they?
- What are they doing?

Tiếng Anh 4 – Tập 1

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to ask and answer questions about activities happening in the classroom, using *What's he/ she doing? He's/She's* ...

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what pupils are doing in the classroom.
- Ask pupils to look at the pictures to identify the context in which the language is used. Ask some questions such as *Who's the girl/boy? Where are they? What are they doing?* (In Picture a, Tom and Linda are standing near the door of the classroom and are talking. In Picture b and Picture c, Linda talks about what pupils at the red, blue and yellow tables are doing, and Tom asks if they are having an Art lesson.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Language note: *they're = they are*

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what people are doing.
- Have them look at the bubbles to understand how to ask and answer questions about what people are doing, using *What are they doing? They're* ... Ask pupils to look at the four pictures to identify what the pupils are doing in each picture. Teach the phrases *painting masks, making a puppet, playing badminton* and *making paper planes*.
- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the phrase under the picture. (Teacher: *What are they doing?* Pupil: *They're painting masks*). Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and the pictures.
- Select some pairs to demonstrate the task in front of the class.

3. Let's talk.

- Tell pupils that they are going to practise asking and answering questions about where their classmates are and what they are doing, using *Where is he/she? What's he/she doing? Where are they?* and *What are they doing?* Remind pupils how to use *be* + verb-*ing* to ask and answer about what people are doing at the moment of speaking.
- Do the task with one pupil as a model. Put the sentences on the board and do choral and individual repetition.
- Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers about what their classmates are doing at the moment of speaking. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.





4 Listen and number. 🗐 윊





5 Look and write. 🔯 🦻



1. What are Nam and Tom doing?



2. What are Phong and Peter doing?



3. What are Mai and Linda doing?



4. What are Mai and Nam doing?

What are they doing?

What are they doing? What are they doing? They are painting a picture. That's what they're doing.

> What are they doing? What are they doing? They are making a puppet. That's what they're doing.



6 Let's sing. 🎉

Warm-up: Spend a few minutes revising the previous lesson by asking some pairs to ask and answer about what people are doing, using *What are they doing? They're* ...

4. Listen and number.

- Tell pupils that they are going to listen to a text about what some pupils are doing at break time and number the pictures.
- Ask them to look at the pictures and identify what the characters in each picture are doing (In Picture a, they are playing badminton. In Picture b, they are making paper planes. In Picture c, they are making a kite. In Picture d, they are playing football.) Check understanding.
- Play the recording for pupils to listen and number the pictures.
- Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 2 b 4 c 3 d 1

Audio script

It is break time now.

- **1.** The boys are playing football.
- **3.** The girls are making a kite.
- **2.** The girls are playing badminton in the playground.
- **4.** The boys are making paper planes.

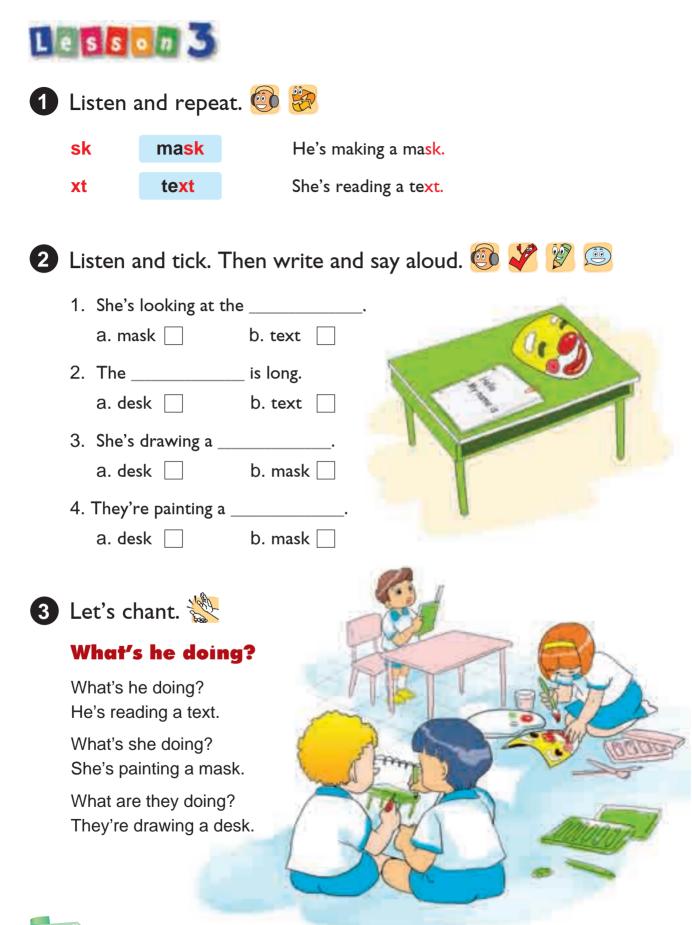
5. Look and write.

- Tell pupils that they are going to answer the questions about what the children are doing, using the picture cues.
- Ask them to look at the four pictures to identify what the characters in each picture are doing. Then ask them to read the questions and write the answers, using the picture cues. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.
 - Key: 1 They're painting a mask.3 They're making paper planes.
- **2** They're making a kite.
- **4** They're making a paper house.

6. Let's sing.

- Tell pupils that they are going to sing the song *What are they doing*? Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line until they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song.
- Play the recording again and get pupils to sing along with the recording.
- Divide the class into two groups: one sings the questions and the other sings the answers. The rest of the class sings the song together, clapping hands.





Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *What are they doing*? Have the class listen and clap their hands.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters sk and xt in the words mask and text respectively.
- First, put the letters *sk* and *xt* on the board. Play the recording and ask pupils to repeat a few times. Then put the words *mask* and *text* on the board, play the recording and ask pupils to repeat a few times. After that, write the sentences *He's making a mask*. and *She's reading a text* on the board. Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and tick. Then write and say aloud.

- Tell pupils that they are going to listen to the four sentences and tick the correct words.
- Ask them to look at the sentences and guess the words to fill the gaps.
- Play the recording so they can listen and tick the words. Remind pupils to focus on the words with the letters *sk* and *xt* while listening.
- Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to read aloud the sentences.

Key:	<mark>1</mark> a	2 a	3 a	4 b	
Audio	script				
1. She's	s lookin	g at the	mask.		2. The desk is long.
3. She's	s drawiı	ng a des	k.		4. They're painting a mask.

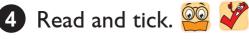
3. Let's chant.

- Tell pupils that they are going to say the chant *What's he doing?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions. Divide the class into groups of four and call two groups of pupils to give a demonstration: one group chants the questions, the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call three groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



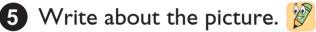






It is Friday today. We are having a break. We are doing exercise in the school playground. Phong is jumping. Linda and Mai are playing badminton. Nam and Tom are skipping. Quan and Peter are playing basketball. We are having a lot of fun here. F

- 1. We are doing exercise in the school gym.
- 2. Phong is skipping.
- 3. Linda and Peter are playing badminton.
- 4. Nam and Tom are skipping.
- 5. Quan and Peter are playing tennis.





It is Monday today. We are having an Art lesson.

The teacher is		•
The girls are	and	•
The boys are	and	





Add a photo of your family. Then tell the class what your family members are doing in the photo.







Warm-up: Spend a few minutes revising the previous lesson. Get three groups of four to go to the front of the class to say the chant *What's he doing?* and do actions. Ask the rest of the class to listen and clap their hands.

4. Read and tick.

- Tell pupils that they are going to read the text about what the pupils are doing and tick *T* for true statements or *F* for false statements.
- Ask them to look at the statements first and then read the text, focusing on the information they need to do the task (what the characters are doing). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. Provide explanations to the answers, if necessary.

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

5. Write about the picture.

- Tell pupils that they are going to write a short paragraph to describe what the pupils are doing in their Art lesson, using the picture and word cues.
- Have them look at the given words and guess what they are going to write. Then ask them to look at the picture and find out what the teacher, the girls and the boys are doing.
- Have pupils work in pairs or groups to discuss what they are going to write. Give them enough time to do the task independently.
- Get them to swap their answers before checking as a class. If there is time, ask one pupil to write the answer on the board.

Key: The teacher is drawing a mask on the board. The girls are making puppets and painting masks. The boys are making a kite and painting houses.

6. Project

- Tell pupils that they are going to choose a photo of their family and describe what each of the family members is doing in the photo.
- Ask them to look at their photos and find out what each person is doing. Then they should think of the words needed to describe the picture and make notes, e.g. *mum cooking, kitchen; dad reading, living room; sister learning English, living room.*
- Get some pupils to do a demonstration in front of the class as an example before starting the activity.

Example:

My mum is cooking in the kitchen. My dad is reading in the living room. My sister is learning English in the living room.

• Call some pupils to the front of the class to describe their photos.

Key: Pupils' own answers



Unit 10 Where were you yesterday?

Lesson



Work in pairs. Ask your partners where they were yesterday. 🥮



Tiếng Anh 4 – Tập 1

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic Past activities.
- ask and answer questions about where someone was in the past, using *Where were you yesterday? I was ...*
- ask and answer questions about what someone did in the past, using *What did you do yesterday*? *I* + verb-*ed*.
- pronounce the sounds of the letters *ed* in the words *played*, *watched* and *painted* respectively.

Warm-up: Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to tell what their family members are possibly doing at the moment, e.g. *My mum is working in the hospital. My dad is working on the farm. My sister is learning at school.*

Look, listen and repeat.

- Tell pupils that they are going to find out about how to ask and answer questions about where someone was yesterday.
- Ask them to look at the four pictures to identify the context in which the language is used. Ask questions such as *Who are they? Where are they?* and *What are they talking about?* Help them to identify that Miss Hien asks the pupils where they were yesterday and they answer. (In Picture a, Linda says *I was at home.* In Picture b, Nam says *I was at the zoo.* In Picture c, Phong says *I was on the beach.* In Picture d, Tom and Tony say *We were in the school library.*) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Language note: Was is used with singular pronouns and were is used with plural ones.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where someone was in the past.
- Have them look at the bubbles to understand how to use the language. Ask them to look at the pictures to identify where the people were yesterday. Teach the phrases *at home, at the zoo, on the beach, in the school library.*
- Point to the first picture and model the task with one pupil, using the question and the answer in the bubbles and the phrase under the picture. (Teacher: *Where were you yesterday?* Pupil: *I was at home.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the phrases under the pictures. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class.

Work in pairs. Ask your partners where they were yesterday.

- Tell pupils that they are going to practise using Where were you yesterday? I was ...
- Ask them to work in pairs: one pupil asks the question and the other gives the answer about where they were yesterday. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.



3 Listen and tick. 👰 💞







- 1. A: Where was Tom yesterday? B: He was _____.
- 2. A: Where was Linda yesterday? B: She was _____.
- 3. A: Where were Phong and Nam yesterday?
 - B: They were _____.

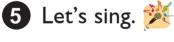


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Where were you yesterday?

Where were you yesterday? Yesterday, yesterday? Where were you yesterday? I was at home.

What did you do yesterday? Yesterday, yesterday? What did you do yesterday? We watched TV.





Warm-up: Spend a few minutes revising the previous lesson. Get some pairs of pupils to go to the front of the class to ask and answer questions about where someone was yesterday/yesterday morning/yesterday afternoon/last weekend.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about where the characters were and tick the correct pictures.
- Have them look at the pictures to identify the similarities and differences. (1a. Tom was in the cinema. 1b. He was in the swimming pool.1c. He was at school. 2a. Linda was at the zoo. 2b. She was in the library. 2c. She was in the cinema. 3a. Tony was on the beach. 3b. He was in the library. 3c. He was in the garden.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures. Tell them that they should focus on where each pupil was.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Audio	script
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Addio 3c	i i pr		
1. Tom:	Where were you yesterday morning, Nam?	2. Mai:	Where were you yesterday afternoon, Linda?
Nam:	I was at school. What about you, Tom?	Linda: Mai:	I was in the school library. Were you there with Akiko?
Tom:	l was at school, too.	Linda:	No. Akiko was in her classroom.
3. Jack: Tony: Jack:	Where were you last weekend? I was on the beach. Wow, that's wonderful!		

4. Look and write.

- Tell pupils that they are going to complete the sentences about where the characters were.
- Give them a few seconds to look at the questions and the incomplete answers and to identify the missing words they need to complete the answers. Then focus pupils on the pictures to identify where the characters were. If necessary, get pupils to work in pairs.
- Give them time to do the task independently. Go around and offer help, if necessary. Get pupils to swap their answers before checking as a class. If there is enough time, call some pairs to role-play the dialogues.

5. Let's sing.

- Tell pupils that they are going to sing the song Where were you yesterday?
- Teach the song, following the procedure in *Teaching the unit components* in *Introduction*. First, have pupils read each line of the lyrics aloud. Do choral and individual repetition and check comprehension. Then, play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of pupils to the front of the class. One group sings the questions and the other sings the answers. Have the rest of the class sing together and clap hands.







- Where were you yesterday?
- What did you do?

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Where were you yesterday?*

1. Look, listen and repeat.

- Tell pupils that they are going to read a story where pupils ask and answer questions about what they did in the past.
- Ask them to look at the four pictures to identify the characters and the context in which the language is used. You may ask questions such as *Who are they? Where are they? What are they doing?* (In Picture a, Tony asks Mai where she was yesterday and she answers she was at home. In Pictures b, c and d, Tony asks what Mai did, using *What did you do in the morning/afternoon?* and *What about yesterday evening?*) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.

2. Point and say.

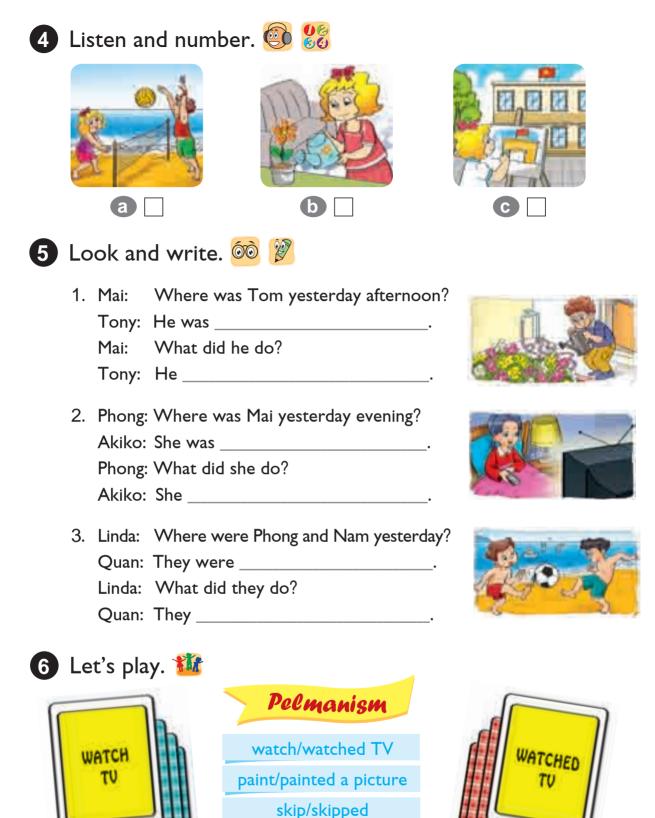
- Tell pupils that they are going to ask and answer questions about what someone did in the past.
- Have them look at the bubbles to understand how the language is used to ask and answer questions about what someone did in the past, using *What did you do yesterday? I* + verb-*ed*.
- Ask pupils to look at the four pictures to identify what the pupils did yesterday. Teach the phrases *played badminton*, *painted a picture* and *watered the flowers*.
- Point to the first picture and do the task with one pupil as a model, using the question in the first bubble and the phrase under the picture for the answer. (Teacher: *What did you do yesterday?* Pupil: *I played badminton*.) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to demonstrate the task in front of the class. Check as a class or correct pronunciation, if necessary.

Language note: In this lesson, verb-*ed* is used to express an action that happened in the past. Expressions for the past time include *yesterday*, *yesterday morning/afternoon/evening*, *last night* and *last week/month/year*.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2, using *Where were you yesterday*? and *What did you do*?
- Ask them to work in pairs: one asks the questions and the other gives the answers, using facts about themselves.
- Select some pairs to role-play in front of the class.





listen/listened to music

play/played football

Tiếng Anh 4 – Tập 1

Warm-up: Spend a few minutes revising the previous lesson by playing *Charades*. Follow the procedure in *Games* in *Introduction*. Ask pupils to mime what they did yesterday (e.g. *watched TV, played badminton, watered the flowers, painted a picture*).

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about where Linda was and what she did, and number the pictures. (a. Linda played volleyball on the beach. b. She watered the flowers at home. c. She painted a picture at school.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on where Linda was and what she did.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

ript		
Where were you yesterday morning?	2. Mai:	Where were you yesterday
I was at home.		afternoon?
What did you do?	Linda:	l was at school.
I watered the flowers.	Mai:	What did you do?
	Linda:	l painted a picture.
Where were you last weekend?		
I was on the beach at Ha Long Bay.		
What did you do there?		
I played volleyball.		
	Where were you yesterday morning? I was at home. What did you do? I watered the flowers. Where were you last weekend? I was on the beach at Ha Long Bay. What did you do there?	Where were you yesterday morning?2. Mai:I was at home.Linda:What did you do?Linda:I watered the flowers.Mai:Linda:Linda:Where were you last weekend?Linda:I was on the beach at Ha Long Bay.What did you do there?

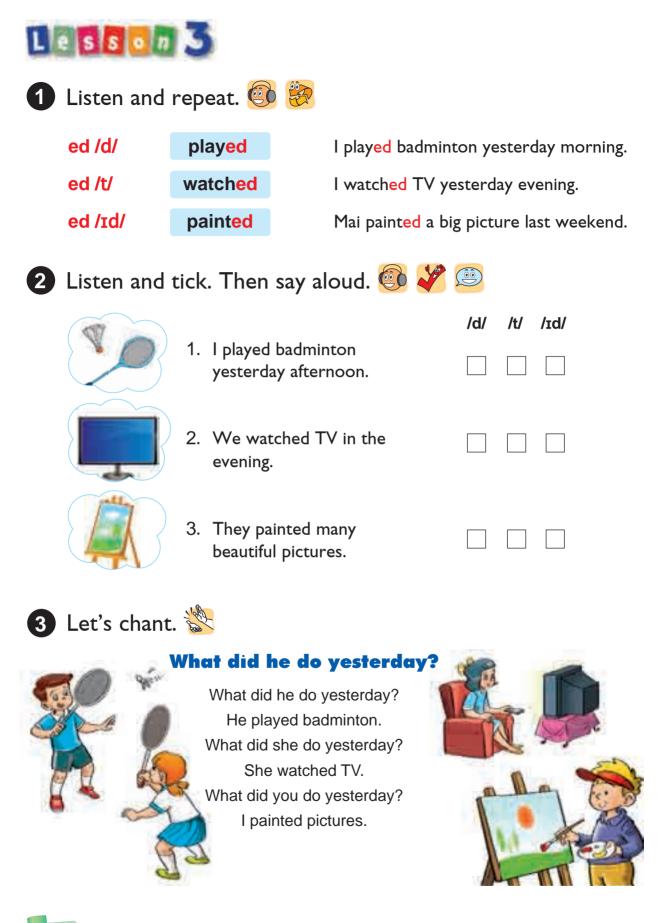
5. Look and write.

- Tell pupils that they are going to complete the answers to the questions about where the characters were and what they did, using the picture cues.
- Ask them to look at the three pictures to identify where the characters were and what they did. Then ask pupils to read the incomplete answers and find appropriate words to fill the gaps.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs to act out the dialogues.
 - Key: 1 in the garden, watered the flowers 2 in the bedroom, watched TV3 on the beach, played football

6. Let's play.

- Tell pupils that they are going to play the game *Pelmanism*. Follow the procedure in *Games* in *Introduction*.
- Ask them to play in small groups. Prepare two sets of cards for each group, one with activities in the present tense, and the other with the same activities in the past tense. First, one player in each group shuffles the cards and lays them face down on the table. Each player in turn selects two cards and turns them over. If the cards show the same activity in the present and past tenses, that player wins the pair and goes on to turn over another pair of cards. If the cards show different activities, that player should turn them face down again and the next player has a turn. The game ends when all the cards are gone. The winner is the player with the most pairs.
- Call on one group to act out the game in front of the class.





Warm-up: Spend a few minutes revising the previous lesson by calling a group of three pupils to the front of the class to play the game *Pelmanism* with activities in the present and past tenses.

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *ed* in the words *played*, *watched* and *painted* respectively.
- First, put the letters *ed* with the three phonetic symbols and the words *played*, *watched* and *painted* on the board. Play the recording and ask pupils to repeat a few times. Draw their attention to the three different pronunciations of *ed*. Then put the three sentences on the board. Play the recording more than once and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

Language note: *ed* in verbs ending with voiced sounds (e.g. *m*, *n*, *l*) is pronounced /d/; *ed* in verbs ending with voiceless sounds (e.g. *s*, *x*, *sh*, *ch*) is pronounced /t/; *ed* in verbs ending with *t* or *d* is pronounced /Id/.

2. Listen and tick. Then say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct boxes.
- Give them a few seconds to read the sentences in silence and guess how the verbs *played*, *watched* and *painted* are pronounced.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct boxes.
- Have pupils swap their answers before checking as a class. Then ask pupils to read the sentences aloud.

Key: 1 /d/ 2 /t/ 3 /Id/

Audio script

- 1. I played badminton yesterday afternoon.
- 2. We watched TV in the evening.
- 3. They painted many beautiful pictures.

3. Let's chant.

- Tell pupils that they are going to say the chant *What did he do yesterday*? Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension. Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show pupils how to chant and do actions. Call one group to chant the questions and another to chant the answers.
- Get pupils to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



4 Read and complete. 🤓 🙎





Tiếng Anh 4 – Tập 1

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Warm-up: Spend a few minutes revising the previous lesson. Get two groups to go to the front of the class to say the chant *What did he do yesterday?* and do actions.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the sentences.
- Have them read the incomplete sentences under the text and elicit what words they need to fill the gaps. Then ask them to read the text to find the appropriate information (what Linda did in the morning, in the afternoon and in the evening) to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions about what Linda did.
 - Key: 1 watered the flowers in the garden
 - 2 played chess with her father
 - 3 watched TV

5. Write about you.

- Tell pupils that they are going to write a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they did yesterday. Focus pupils on what they did in the morning, afternoon and evening. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask some pupils to write their paragraphs on the board.
 Key: Pupils' own answers

6. Project

- Tell pupils that they are going to do an interview with one of their classmates about where he/she was and what he/she did last weekend and report to the class.
- Give each of them a piece of paper. Have pupils work in pairs and take turns asking *Where were you last weekend?* and *What did you do there?* They should take notes during the interview.
- When pupils finish interviewing, ask them to report to the class about their partners' weekend. To make this activity more challenging, you may ask them not to look at the notes.

Example:

Hello everyone. I interviewed Thu. Last weekend, Thu was on the beach. She played badminton with her friends. They went swimming in the sea. Then they had dinner in a restaurant. They were very happy.

Key: Pupils' own answers





2 Read and circle. 🤷 😕

Hi. My name is Peter. I study at Oxford Primary School. It is in Oxford Street, London. I go to school from Monday to Friday. At school, I have English, Maths, Science, Music, Art, PE and IT. Music is my favourite subject.

It was Saturday yesterday. I was at home. In the morning, I played games with my friends on the Internet. In the afternoon, I played football. In the evening, I watched TV. I went to bed early.

Peter studies at _____ School.

 a. Oxford Primary
 b. Oxford
 c. London

 His favourite subject is _____.

 a. Maths
 b. Music
 c. Science

 Yesterday morning, he ______ with his friends on the Internet.

 a. played games
 b. chatted
 c. watched a video

 Yesterday evening, he ______.

 a. played football
 b. listened to music
 c. watched TV

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Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme Me and my school.
- read and identify specific information related to the theme *Me and my school*.
- describe pictures.
- read, listen to and understand a short story.

Listen and tick.

- Tell pupils that they are going to listen to four dialogues and tick the correct pictures.
- Give pupils a few seconds to look at the pictures. Check comprehension and elicit information about the pictures and give feedback. Ask questions such as *What can you see in the pictures? What are the dates? What are the school subjects? What is he doing?*
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

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

Audio script	
1. Quan:	What's the name of your school, Daisy?
Daisy:	Nguyen Trai Primary School.
Quan:	Where is it?
Daisy:	It's in Nguyen Trai Street.
2. Miss Hien:	Hello, class.
Class:	Hello, Miss Hien.
Miss Hien:	What day is it today?
Class:	It's Thursday.
Miss Hien:	That's right! Let's start our lesson.
3. Mai:	What day is it today, Nam?
Nam:	It's Tuesday.
Mai:	What subjects do you have today?
Nam:	I have Maths, Music and English.
4. Quan:	Where's Nam?
Mai:	He's in the classroom.
Quan:	What's he doing?
Mai:	I think he's reading a book.

2. Read and circle.

- Tell pupils that they are going to read the text and circle the correct answers. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give them time to do the task.
- Do choral and individual repetition of the text. If time allows, ask them further questions about the text (e.g. *Does Peter study Science at school? What day was it yesterday? Did he go to school? What did he do yesterday morning/afternoon?*)

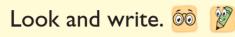
Key: 1 a **2** b **3** a **4** c



3 Read and match. 🥸 🛓

- 1. What do you like doing?
- 2. What subjects do you have today?
- 3. When do you have Music?
- 4. Where were you yesterday?
- 5. What did you do?

4





1. A: Where is the school?

B: _____



- 3. A: What are they doing?
 - B: He's _____. She's _____.
- 5 Let's write. 🦻



It's break time at school and the pupils are doing different things. A girl is (1) ______. Some boys are



- (2) ______ in the classroom. Some girls are
- (3) _____ in the playground. Our teacher

is in her office. She is (4) _____.

- a. I have it on Mondays.
- b. I was at home.
- C. I watched TV and played badminton.
- d. I like reading.
- e. I have Vietnamese, Maths and English.



- 2. A: What subjects do you have today?
 - В: _____



- 4. A: Where were they yesterday?
 - B: _____. A: What did they do?

B: _____.

Tiếng Anh 4 – Tập 1

3. Read and match.

- Tell pupils that they are going to read and match the questions on the left with the answers on the right by drawing a line between them. Give pupils a few seconds to read the questions and answers in silence. Check comprehension and give feedback.
- Give them time to do the task.
- Get pupils to swap and check their answers before checking as a class. If time allows, ask pupils to work in pairs and ask each other the five questions. They should answer the questions using facts about themselves.

Key: 1 d 2 e 3 a 4 b 5 c

4. Look and write.

- Tell pupils that they are going to look at the pictures and questions and write the answers. Give pupils a few seconds to read the questions in silence. Check comprehension and give feedback.
- Give them time to do the task individually.
- Get pupils to swap and check their answers before checking as a class.
- Invite open pairs to do the dialogues.
 - Key: 1 It's in Binh Minh Village.
 - 2 I/We have English, Science, Vietnamese and Maths.
 - **3** He's playing basketball. She's listening to music.
 - 4 They were on the beach. They played football.

5. Let's write.

- Tell pupils that they are going to read the incomplete text and fill the gaps.
- Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps.
- Give them time to do the task.
- Get pupils to swap and check their answers before checking as a class. If there is enough time, ask pupils to suggest what else they can do at break time and rewrite the paragraph (e.g. It's break time at school and pupils are doing different things. A boy is eating a sandwich. Some girls are studying in the library. Some boys are playing basketball. Our teacher is in the playground. He is talking to some pupils.)
 - Key: 1 listening to music
 - 2 playing chess
 - 3 skipping rope
 - 4 reading a book



Short story Cat and Mouse 2



1. Read and listen to the story.

- Tell pupils that they are going to read and listen to the story. After they have read the story, ask them some questions (e.g. *Who is Mary? What can she do? What game are the cats playing at Maurice's birthday party?*)
- Play the recording and let pupils read and listen to the story.

Audio scrip	Audio script			
Miu:	What day is it today?			
Chit:	It's Monday.			
Miu:	And what's the date?			
Mary:	It's the fifth of October.			
Miu:	Oh! It's Maurice's birthday today!			
Chit:	Is he having a party?			
Miu:	Yes, he is!			
	(Knock! Knock!)			
Miu:	Happy birthday, Maurice!			
Maurice:	Thank you.			
Chit:	Maurice, this is my cousin Mary. She comes from America and she can play the guitar.			
Maurice:	Nice to meet you, Mary. Come in!			
Miu:	What are they doing?			
Maurice:	They're playing a game.			
Mary:	What game is it?			
Maurice:	Blind Man's Bluff.			
Cats:	Look, everyone!			
	Here's Maurice's cake!			
Miu, Chit				
and Mary:	Happy Birthday, Maurice!			



2 Complete the conversation. 💆



?

What (1) _____ is it today? Miu:

Chit: It's (2) _____.

Miu: And what's the (3) _____?

Mary: It's the (4) _____ of October.

Oh! It's Maurice's (5) _____ today! Miu:

Chit: Is he (6) _____

Miu: Yes, he is!



3 Work in pairs. Answer these questions. 🕮

- 1. Whose birthday is it today?
- 2. What colour is Mary's guitar case?
- 3. What game are the cats playing?
- 4. How many cats are playing the game?
- 5. How old is Maurice today?

4 Write the correct answers to Activity 3. 🖉

- 1. It's Chit's birthday today. No it isn't. It's Maurice's birthday today
- 2. Mary's guitar case is blue.
- 3. They're playing Bingo.
- 4. Three cats are playing the game.
- 5. He is seven.





2. Complete the conversation.

- Tell pupils that they are going to read the conversation and fill the gaps.
- Give pupils a few seconds to read the text in silence. Check comprehension and elicit the words to fill the gaps.
- Give them time to do the task.
- Get pupils to swap and check their answers before checking as a class.

Key:	1 day	2 Monday	3 date	<mark>4</mark> fifth	5 birthday	6 having a party
Audio	script					
Miu:	What d	ay is it today?				
Chit:	lt's Mor	nday.				
Miu:	And wh	nat's the date?				
Mary:	It's the	fifth of Octobe	er.			
Miu:	Oh! It's	Maurice's birth	nday today!			
Chit:	ls he ha	wing a party?				
Miu:	Yes, he	is!				
					J	

3. Work in pairs. Answer these questions.

- Tell pupils that they are going to read and answer the questions.
- Give pupils a few seconds to look at the story again, then read the questions and answer them in pairs. Check comprehension and give feedback.
- Give them time to do the task.
- Invite pairs to say the answers aloud. Encourage them to use complete sentences.
 - Key: 1 It's Maurice's birthday today.
 3 They're playing Blind Man's Bluff.
 5 He's five (years old).
 2 It's red.
 4 Four cats are playing the game.

4. Write the correct answers to Activity 3.

- Tell pupils that the five statements are the answers to the questions in Activity 3 but they are wrong, and that they should correct them.
- Give them a few seconds to read the first correct answer as an example, then read the rest of the statements and ask pupils to correct them. Ask them further questions to help them, if necessary (e.g. Are three cats playing the game? Are there three cats, or are there more than three?) Check comprehension and give feedback.
- Give them time to do the task.
- Get pupils to swap and check their answers before checking as a class.
 - Key: 2 No, it isn't. It's red.
 - 3 No, they aren't. They're playing Blind Man's Bluff.
 - 4 No, four cats are playing the game.
 - **5** No, he isn't. He's five (years old).



Unit 11 What time is it?





Work in pairs. Ask your partners what time it is. 🤗

Tiếng Anh 4 – Tập 2

Objectives

By the end of this unit, pupils can

- use words and phrases related to the topic *Daily routines*.
- ask and answer questions about time, using *What time is it? It's* + (time).
- ask and answer questions about daily routines, using *What time do you ...?1... at* + (time).
- pronounce the sounds of the letters **oo** in the words **cook** and **noon** respectively.

Warm-up: To prepare pupils for this lesson, play a game with them using the numbers *five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty* and *fifty-five*. Say *five*. Then choose a pupil to say the next number (i.e. *ten*). That pupil then chooses another pupil to say the next number. Continue until *fifty-five*.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask and answer questions about time.
- Have pupils look at the four pictures and discuss the context in which the language is used. Ask questions such as Who are they? Where are they? What are they talking about? (In Picture a, Phong's mother tells him to get up. In Picture b, Phong asks his mother the time, using What time is it? and his mother answers It's seven o'clock. In Picture c, Phong says he doesn't have to go to school on Sunday. In Picture d, Phong's mother tells him to get up for breakfast.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again so the class can listen and repeat.

Language note: Seven o'clock is more common in British English, while 7 a.m./p.m. is more common in American English.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about time, using *What time is it? It's* + (time).
- Have them look at the bubbles to see how the question and the answer are used. Point to the first picture and have pupils say the word *seven*. Ask them *What time is it*? and have them answer *It's seven o'clock*. Do choral and individual repetition and then ask them to practise in pairs.
- Repeat the same procedure with the rest of the pictures.
- Call a few pairs to act out the dialogue in front of the class.

Language note: American English:	British English:
seven fifteen	a quarter past seven
seven thirty	half past seven
seven forty-five	a quarter to eight

Work in pairs. Ask your partners what time it is.

- Tell pupils that they are going to ask and answer questions about time.
- Tell them to work in pairs: one pupil asks *What time is it?* and the other looks at the clock or their wristwatch and answers *lt's* + (time).
- You may ask one pupil to write the answer on the board. Remind them to write the words rather than the numbers for the time.





3. What time is it?

5 Let's sing. 🎉

4. What time is it?



What time is it? It's six o'clock. It's time to get up.

What time is it?



What time is it? It's six fifteen. It's time for breakfast.



What time is it? It's six forty-five. It's time for school.

Warm-up: Spend a few minutes revising the previous lesson by getting pupils to play *Bingo*, using the five times in Activity 2, and *seven twenty, seven thirty-five, seven forty* and *seven fifty-five* (nine different times in total). Then have the class make sentences with the words that were used in the game, using *It's* + (time).

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about times and tick the correct pictures.
- Have them look at the pictures to identify the time (1a. Five o'clock. 1b. Six o'clock. 1c. Seven o'clock. 2a. Seven fifteen. 2b. Seven thirty. 2c. Seven forty-five. 3a. Eight fifteen. 3b. Seven forty-five. 3c. Eight fifty.) Have them say the times aloud. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them that they should focus on the times.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Audio script

- Mother: Mai, it's time for breakfast now. Mai: What time is it, Mum? Mother: It's six o'clock. Mai: OK, Mum.
 Phong: What time is it, Tony? Tony: It's seven thirty. Phong: Seven thirtyen or seven thirty? Tony: Seven thirty. Phong: Thank you.
 - *Tony:* You're welcome.
- 3. Nam: What time is it, Mai?
 Mai: It's eight fifteen.
 Nam: Eight fifteen or eight fifty?
 Mai: Eight fifteen.
 Nam: Thank you.
 Mai: You're welcome.
- **Key: 1**b **2**b **3**a

4. Look and write.

- Tell pupils that they are going to write the answers to the question *What time is it?* with the picture cues.
- Give them a few seconds to look at the clock and the answer in 1. Then have them look at the other clocks and use the appropriate words to complete the answers. Check comprehension. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

Key: 2 It's ten twenty. 3 It's ten thirty. 4 It's eleven fifty.

5. Let's sing.

- Tell pupils that they are going to sing the song *What time is it?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of two pupils to go to the front of the class. One group sings the questions, and the other sings the answers.
- Have the class sing the song again and clap their hands to reinforce the activity.







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Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *What time is it?* Ask the rest of the class to sing together, clapping hands.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask and answer questions about daily routines.
- Have pupils look at the four pictures to understand the context in which the language is used. Focus pupils on the first picture. Explain that in the first picture Tony asks Linda *What time do you get up*? and Linda answers *Six o'clock*. In the second picture, Linda and Tony ask and answer about the time now, using *What time is it now*? and *Seven fifteen*. In the last two pictures, Linda says that they are late for school, so they start running. Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: We use *o'clock* to refer to an exact hour (i.e. when the minute hand strikes 12).

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the time for daily activities.
- Draw pupils' attention to the bubbles and the pictures so that they understand how the language is used in different contexts. Ask pupils to look at the pictures and teach the phrases *get up, have breakfast, have dinner* and *go to bed*. Focus them on the time of the day the activities happen. Check comprehension.
- Point to the first picture and get one pupil to ask *What time do you get up?* and another to answer *l get up at six o'clock*. Do choral and individual repetition. Repeat the same procedure with the rest of the pictures.
- Ask pupils to work in pairs to point to the characters speaking and to role-play the dialogue. Check as a class or correct pronunciation, if necessary.

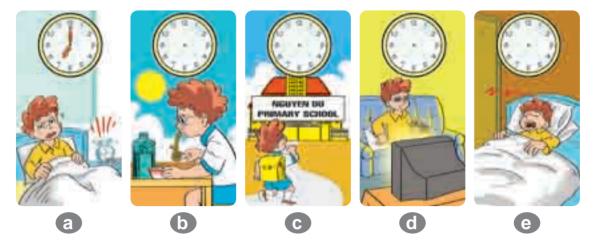
3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.
- Have them work in pairs: one pupil asks the questions *What time is it?* and *What time do you* ...? and the other gives the answers. Then they swap roles.
- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.
- If there is enough time, ask some pupils to talk about their daily routines, e.g. *I get up at six* o'clock. I have breakfast at six thirty and I go to school at seven o'clock, etc.





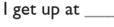
4 Listen and draw the time. 🙆 🦻



互 Draw and write the time. 🦻



1. What time do you get up?





3. What time do you have dinner? 4. What time do you go to bed?



2. What time do you go to school?







Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class and talk about their daily routines.

4. Listen and draw the time.

- Tell pupils that they are going to listen to Tom's daily routine and draw the hands of the clocks.
- Focus their attention on the pictures and discuss with them what Tom does every day. Then tell them to look at the clock in each picture and explain that they have to draw the hands to show the time. Check understanding.
- Play the recording more than once, if necessary. Tell pupils that they should focus on the times the activities happen.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: b 7.30 **c** 8.15 **d** 8.00 **e** 9.00

Audio script

Hi. My name's Tom. I'm a pupil at Nguyen Du Primary School. Every day, I get up at seven o'clock. I have breakfast at 7.30. I go to school at 8.15. I'm at school from 9 a.m. to 3 p.m. I go home at 3.45. In the evening, I have dinner at seven. I watch TV at eight and go to bed at nine.

5. Draw and write the time.

- Tell pupils that they are going to draw the time and write about their daily routines.
- First, ask them to look at the questions and identify what daily routines they are going to write about. Then have them draw the hands of the clocks to show the times they usually do these activities. Finally, get them to write the answers to the questions, using the clocks they have just drawn. Check understanding.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
 - **Key:** *Pupil's own answers*

6. Let's play.

- Tell pupils that they are going to play the game *Pass the secret!* Follow the procedure in *Games* in *Introduction*.
- Divide the class into groups of six or seven. Ask them to sit in circles. Pupil 1 in each circle whispers a sentence to Pupil 2, e.g. *I get up at six o'clock*. Then Pupil 2 whispers the same sentence to Pupil 3. Continue until the last pupil has heard the sentence and said it aloud. The group that says the sentence correctly in the shortest time will win the game.
- Call on one group to act out the game in front of the class.

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2 Listen and write. Then say aloud. 🚳 朡 🕮

- 1. Look! The _____ is red.
- 2. They usually read books at _____.
- 3. My big brother can _____.
- 4. The children usually play football at _____

3 Let's chant. 💥

What time do you go to school?

What time do you go to school? Seven o'clock in the morning Seven o'clock in the morning Is time for school.

What time do you have dinner? Six o'clock in the evening Six o'clock in the evening Is time for dinner.







Warm-up: Spend a few minutes revising the previous lesson by getting some pupils to play the game *Pass the secret!* You may also ask them to do a dictation, using some sentences learnt in the previous lessons (e.g. *Mai gets up at six o'clock. She has breakfast at 6.15. She goes to school at 6.30. In the evening, she watches TV at eight and goes to bed at 9.45.*)

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **oo** in the words *cook, book, noon* and *school* respectively.
- First, put the letters **oo** on the board. Play the recording and ask pupils to repeat the sounds a few times. Then write the words **cook**, **book**, **noon** and **school** and the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the words and sentences. Check as a class and correct the pronunciation, if necessary.

2. Listen and write. Then say aloud.

- Tell pupils that they are going to listen to the recording and write the words in the blanks of the sentences.
- Give the class a few seconds to read the sentences in silence and guess the words to fill in the blanks.
- Have pupils listen to the recording and write the appropriate words in the blanks. Play the recording more than once, if necessary.
- Have them swap their answers before checking as a class. Then ask pupils to read the sentences aloud. Go around and offer help, if necessary.

 Key:
 1 book
 2 school
 3 cook
 4 noon

Audio script

- 1. Look! The book is red.
- 2. They usually read books at school.
- **3.** My big brother can cook.
- 4. The children usually play football at noon.

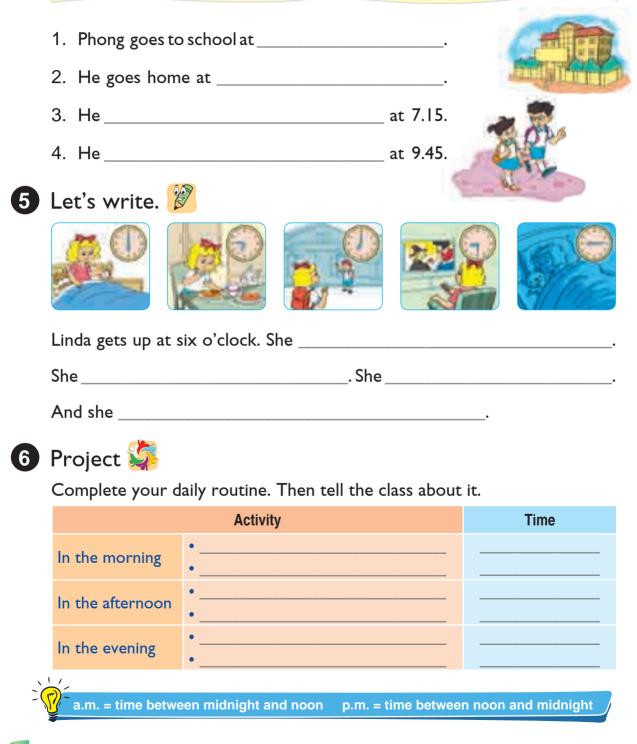
3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant. Go around and offer help, if necessary.
- Call two pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



4) Read and complete. 🤷 💆

Phong studies at Nguyen Du Primary School. Every day he gets up at 6.30. He goes to school at 7 a.m. School starts at 7.30 a.m. and finishes at 4.30 p.m. He goes home at 5 o'clock. He has dinner at 7.15 in the evening. Then he does his homework or listens to music. He goes to bed at 9.45.





Warm-up: Spend a few minutes revising the previous lesson. Get two pairs of pupils to go to the front of the class to say the chant *What time do you go to school*?

4. Read and complete.

- Tell pupils that they are going to read the text about Phong's daily routine and complete the sentences.
- Get them to read the sentences. Tell them that they have to fill in the blanks with the times that Phong does the activities. Then ask them to read the text and find the appropriate times/ words to fill the gaps. If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, have some pairs ask and answer questions about Phong's daily activities (e.g. *What time does he get up? What time does he go to school? What time does he go to bed?*)

Key: 1 7 a.m./seven 2 5/five (o'clock) 3 has dinner 4 goes to bed

Language note: Draw pupils' attention to the third person singular forms of the verbs (e.g. $go \rightarrow goes$; watch \rightarrow watches; have \rightarrow has; do \rightarrow does)

5. Let's write.

- Tell pupils that they are going to write a short paragraph about Linda's daily routine, using the picture cues.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on what activities Linda does and the time she does these activities by looking at the clock. Remind them to write the verbs in the third person singular (e.g. *has breakfast, goes to school, watches TV, goes to bed*). Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the paragraph on the board.

Key: She has breakfast at six forty-five. She goes to school at seven. She watches TV at eight thirty. And she goes to bed at nine fifteen.

6. Project

- Tell the class that they are going to do a project about their daily routine.
- Give each pupil a card. Have pupils copy the table from the book onto their cards.
- Give them time to write the information about themselves.
- Get pupils to swap their cards in pairs. They should look at their partners' cards and describe their daily routines.
- Call some pupils to the front of the class to tell the class about their partners. To make the activity more challenging, you may ask them not to look at the cards.

Key: Pupil's own answers

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Unit 12 What does your father do?

Lesson



Work in pairs. Ask your partners about the jobs of their family members.

12

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Jobs*.
- ask and answer questions about someone's job, using What does your ... do? He/She's a ...
- ask and answer questions about places of work, using Where does he/she work? He/She works in ...
- pronounce the sound of the letters *ie* and *ea* in the words *field*, *piece* and *teacher*, *reading* respectively.

Warm-up: Introduce the lesson by writing the title of the unit on the board and check comprehension. Have pupils repeat the title twice. Then write the word *Jobs* on the board and ask pupils *What do I do? What's my job?* Prompt pupils to say *You're a teacher*.

1. Look, listen and repeat.

- Give a few minutes for pupils to look at the four pictures and read the story.
- Ask a few questions to check comprehension: Who's in Picture a? What are they doing? Do you know the word "interview"? Who's interviewing whom in Picture b? What does Mai's father do? What does her mother do? What does her sister do? (The pupils are having an English class with Miss Hien. Nam and Mai are having an interview about jobs. Nam is interviewing Mai. Mai's father is a teacher. Her mother is a nurse. And her sister is a student.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.
- If time allows, call out three pupils to act out the story.

Language notes:

- We use What does he/she do? or What's his/her job? to ask about jobs or occupations.
- An interview is a meeting in which someone asks another person questions about themselves.

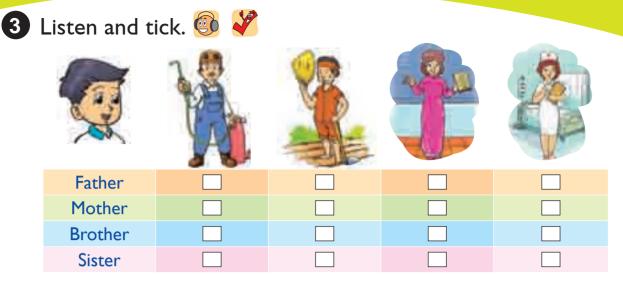
2. Point and say.

- Tell the class that they are going to ask and answer questions about someone's job, using *What does your ... do? He's/She's a* + (name of job). Use the pictures to teach the words *farmer, nurse, driver* and *factory worker*. Check pupils' understanding.
- Have pupils work in pairs to practise asking and answering the question, using the speech bubbles and the words under the pictures. Go around and offer help, if necessary.
- Call a few pairs to act out the dialogue.

Work in pairs. Ask your partners about the jobs of their family members.

- Remind pupils to use the questions *What does your father/mother/brother/sister do?* and *What's his/her job?*
- Set a time limit for the activity and ask pupils to write notes for their interviews for a class report later.
- Invite a few pupils to report their interviews.







4 Look and write. 🔯 📝



1. This is a photo of my _____



4. My father _____



2. My grandpa is a



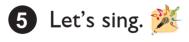
5. My mother _____



3. My grandma _____



6. I am _____





My family

This is a picture of my family. This is my grandpa. He's a driver. This is my grandma. She's a factory worker. This is my father. He's a farmer. This is my mother. She's a nurse. And this is me. I am a pupil.



Warm-up: Spend a few minutes revising the previous lesson by asking *What do I do? What's my job?* Then invite a few pairs to act out the roles of *Nam* and *Mai* in the story in Activity 1.

3. Listen and tick.

- Introduce the activity and ask pupils what jobs are shown in the pictures. Point to each character and ask *What does he/she do?* (From left to right: a factory worker, a farmer, a teacher and a nurse). Tell pupils that they are going to listen to an interview between Nam and Quan about Quan's family and tick the correct boxes.
- Play the recording three times: once for pupils to listen all the way through, then for them to do the task and finally for them to check their answers.

Key:

Father	✓		
Mother		\checkmark	
Brother			
Sister			✓

Audio script

Nam:	What does your mother do, Quan?
Quan:	She's a teacher.
Nam:	How about your father? What does he do?
Quan:	He's a factory worker.
Nam:	Do you have a brother?
Quan:	No, I don't. But I have a sister.
Nam:	What does she do?
Quan:	She's a nurse.
Nam:	OK. Thanks for your time, Quan.
Quan:	You're welcome.

4. Look and write.

- Introduce the activity and ask pupils to identify the jobs shown in the pictures.
- Give them a few seconds to look at the sentences and identify the missing words. Set a time limit for pupils to fill the gaps.
- Get pupils to swap their answers before checking as a class.
- Invite six pupils to read the complete sentences aloud.

Key:	1 family	2 farmer	3 is a nurse
	4 is a driver	5 is a factory worker	6 a pupil

5. Let's sing.

- Tell pupils that they are going to sing the song *My family*.
- Teach the song, following the procedure in *Teaching the unit components* in *Introduction*. Have pupils read the lyrics and identify the jobs of each family member. Ask them questions such as *What does the grandpa do? What does the grandma do? What's the father's job? What's the mother's job? What does the songwriter do?* (Explain the word *songwriter*).
- Play the recording. When pupils are familiar with the tune, ask them to sing the song, clapping hands. If time allows, ask them to suggest other jobs for the people and sing the new version of the song.











3 Let's talk. 🖗

- What does your father/mother/grandpa/grandma/brother/sister do?
- Where does he/she work?



Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *My family*. Then invite a few pairs to ask and answer questions about the jobs of their parents.

1. Look, listen and repeat.

- Tell the class that they are going to find out about a game played by Nam and Mai. Give them a few seconds to look at the pictures and read the text before playing the recording for them to repeat.
- Check their comprehension by asking: What is the name of the game Mai and Nam are playing? Where does the doctor in the picture work? How about the worker? And the farmer? Where does he/she work? (Mai and Nam are playing a game of jobs. The doctor works in a hospital. The worker works in a factory. The farmer works in a field.) Explain the words well done and great.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- If time allows, ask pairs of pupils to act out the story.

2. Point and say.

- Tell pupils that they are going to ask and answer about where someone works, using *Where does a ... work? A ... works in* + (place of work). Check comprehension. Explain the different forms of the verb *work* in the question and the answer (*work* and *works*).
- Use the pictures to teach the words *hospital, field, factory* and *office*. Have pupils repeat the phrases *in a hospital/field/factory* and *in an office* twice.
- Get pupils to work in pairs. Go around to monitor and offer help, if necessary.
- Call a few pairs to act out the exchanges.

Language note: Clerk is pronounced /kla:k/.

Let's talk.

- Introduce the activity by saying *Now you're going to interview your partners about the jobs of their family members. Don't forget to write down their answers to report your interview to the class later.* Check comprehension. Then get pupils to work in pairs and interview each other. Remind them to use facts about their families.
- Write the following expressions on the board for pupils to practise speaking before they report their interviews: *Hi, my name's* ... *This is the report of my interview with* ... *His grandpa/grandma/father/mother/brother/sister/is* *He/She works in* ... *Thank you for listening*.
- Call a few pairs to report their interviews to the class.





b

d



Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to report their interviews in Activity 3.

4. Listen and number.

- Introduce the activity and give a few seconds for pupils to look at the pictures. Check comprehension by eliciting pupils' answers to questions such as: What can you see? What does she/he do? What's her/his job? Where does she/he work?
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on the jobs of the people.
- Get them to swap their answers before you check as a class.
- If time allows, invite one or two pupils to select a picture and describe it.

Key: a 2 b 4 c 1 d 3

Audio script

- A: Can you talk about your parents' jobs and where they work?
- B: Yes, OK. My father is a farmer. He works in a field.
- A: How about your mother?
- B: She's a nurse. She works in a hospital.
- A: Thanks for your answers.
- B: You're welcome.
- A: Now, what about you? What does your father do?
- C: He's a doctor. He works in a hospital.
- A: How about your mother?
- C: She's a teacher. She works in a primary school.
- A: Thanks for your answers.
- *C*: You're welcome.

5. Look and write.

- Introduce the activity to the class. Give pupils a few seconds to look at the pictures and read the text. Then check comprehension by asking: *What's her job? Where does she work? What's his job? Where does he work?*
- Set a time limit and go around to monitor and offer help, if necessary.
- Check answers as a class and call one or two pupils to read aloud the completed text.

Key:1 a doctor/a nurse, in a hospital2 a farmer, in a field

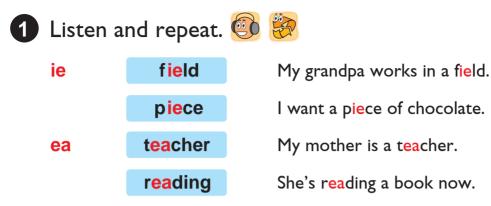
6. Let's play.

- Prepare cards with jobs and the workplaces for the jobs. Remind pupils how to play *Pelmanism*: in pairs, pupils take turns turning over a pair of cards. If the cards show a job and a workplace that match, the player scores a point and continues to turn over another pair of cards. If they do not match, the other player has a turn. The player who gets the most points will be the winner.
- To make the game more challenging, you may ask pupils to make sentences with the words on the cards they have. Award an extra point for every grammatically correct sentence.





Lesson 3



2 Listen and circle. Then say sentences with the circled words. <a>[6]

- 1. a. field b. piece
- 2. a. teaching b. reading

3 Let's chant. 🞇







What does your father do? He's a farmer.
Where does he work? In a field.
What does your mother do? She's a teacher.
Where does she work? In a school.
What does your sister do? She's a worker.
Where does she work? In a factory.
What does your brother do? He's a clerk.
Where does he work? In an office.









Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs of pupils to act out the story in Lesson 2, Activity 1.

Listen and repeat.

- Tell the class that they are going to practise saying the sound of the letters *ie* and *ea* in the words *field* and *teacher* respectively.
- First, put the letters *ie* and *ea* on the board. Play the recording and ask pupils to repeat a few times. Then put the words *field* and *teacher* on the board, play the recording and ask pupils to repeat a few times. After that, write the four sentences on the board. Check pupils' understanding of the vocabulary. Teach the word *piece*. Play the recording a few times and let pupils say the sentences, paying attention to the target sound.
- Do choral repetition of the sound, words and sentences.
- Check pronunciation as a class.

2. Listen and circle. Then say sentences with the circled words.

- Tell pupils that they are going to listen to two sentences and circle the correct words.
- Give them a few seconds to read the words in silence.
- Play the recording once or twice for pupils to circle the words. Remind them to focus on the words with the sound *ie/ea* while listening. Check as a class. Then give pupils time to make sentences with the circled words.
- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary.

Key: 1 b 2 b

Audio script

- 1. Where's my piece of chocolate?
- 2. Miss Hien is reading a dictation.

3. Let's chant.

- Introduce the chant and ask pupils to do a matching exercise before listening to the chant (You're going to chant about jobs and places to work. Now look at the pictures and draw lines to match each person with his/her job and the place where he/she works.)
- Check answers as a class. Then have pupils repeat each line twice.
- Divide the class into two groups: one group chants the questions and the other chants the answers. Swap their roles after the first round.
- Ask pupils to think of some actions for the jobs and say the chant again, doing actions.







Report

This is the report of my interview with Phong. His father is a teacher. He works in Le Hong Phong Primary School. His mother is a nurse. She works in Thanh Nhan Hospital. Phong has a brother but he doesn't have a sister. His brother is a worker in a car factory. And as you know, Phong is a pupil in Class 4A. Thank you for reading.

	Job	Place of work
Father		
Mother		
Brother		



5 Write about the jobs of your family members and where they work. 🦻

	There are My father	people in my family.
Photo of my family	My mother My brother/sister	·

And I am





Interview two classmates about their parents' jobs. Tell the class about them.

1. Interviewee's name: _____

2. Interviewee's name:	_
------------------------	---

	Job	Place of work
Father		
Mother		

	Job	Place of work
Father		
Mother		



Warm-up: Spend a few minutes revising the previous lesson by having the class say the chant *Jobs and places to work*. Divide the class into two groups to chant the questions and the answers respectively. Then swap their roles.

4. Read and complete.

- Introduce the activity by saying: You're going to read about an interview between Mai and Phong. Give a few minutes for pupils to read the text. Check comprehension by asking: Who's the interviewer? Who is she interviewing? What does Phong's father do? Where does he work? What's his mother's job? Where does she work? Does he have a sister? What does his brother do? Where does he work?
- Set a time limit for pupils to read the text and complete the table. Go around and offer help, if necessary.
- Get them to swap and correct their answers before checking as a class.

	Job	Place of work
Father	teacher	Le Hong Phong Primary School
Mother	nurse	Thanh Nhan Hospital
Brother	worker	car factory

• Call a pair to ask and answer the questions about Phong's family if time is available.

5. Write about the jobs of your family members and where they work.

- Introduce the activity by saying: *Now it's time for you to write about the jobs of your family members and where they work*. Tell pupils to stick a photo of their family next to the paragraph, or draw simple stick figures.
- Set a time limit for them to do the task. When time is up, get pupils to swap and correct their writing.
- If time allows, ask a few pupils to read aloud their writing, while the others should listen and try to remember what they say. Then ask the class questions (e.g. *How many people are there in Lan's family? What does her father do?*)

Key: *Pupils' own answers*

6. Project

- Tell the class about the project and how to carry it out by saying: In this project, you're going to interview two classmates about their parents' jobs and the places where they work. Complete the tables when you interview your classmates.
- Prepare the interview questions with the class and write them on the board for pupils to practise.
- Give a time limit for pupils to do their interviews. Then invite a few pupils to report their interviews to the class.
- Teach pupils how to report their interviews.

Example:

Hi. My name's ... My first interview is with ... His/Her father/mother is ... He/She works in ... My second interview is with ... His/Her father/mother is ... He/She works in ... And that's the end of my report. Thanks for listening.

Key: *Pupils' own answers*

Unit 12 What does your father do?



Unit 13 Would you like some milk?

Lesson 1



Work in pairs. Ask your partners about their favourite food and drink.

18

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Food and Drinks*.
- ask and answer questions about favourite food and drink, using *What's your favourite food/ drink? It's ...*
- offer someone food or drinks and accept/decline someone's offer, using *Would you like some ...? Yes, please./No, thanks.*
- pronounce the sounds of the letters **f** and **sh** in the words *bee***f**, *lea***f** and *fish*, *dish* respectively.

Warm-up: Spend a few minutes revising the previous lesson by asking the class to sing the song *My family* and clap their hands.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about their favourite food and drink, using *What's your favourite food/drink? It's* ...
- Have them look at the four pictures and discuss with them the context in which the language is used. Ask questions such as *Who are they? Where are they?* and *What are they saying?* (Tom and Mai are in the canteen. In Picture a, Tom asks Mai about her favourite food, using *What's your favourite food?*, and Mai answers *It's fish*. In Picture b, Mai asks about Tom's favourite food, using *How about you*? In Pictures c and d, they continue to ask each other about their favourite drink.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

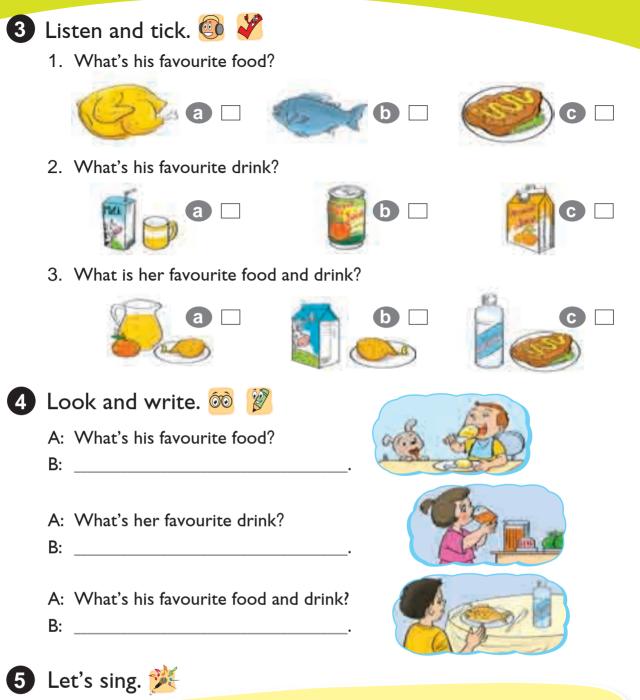
2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about their favourite food and drink, using *What's your favourite food/drink? It's* ... Have pupils look at the bubbles to understand how the language is used.
- Point to Picture a and have pupils repeat the name of the food (*beef*) under the picture. Do choral and individual repetition. Then tell them to practise asking and answering about the food in pairs: *What's your favourite food? It's beef*. Point to Picture c and have pupils repeat the name of the drink (*orange juice*) under the picture. Then tell pupils to ask *What's your favourite drink?* and answer *It's orange juice*.
- Get pupils to work in pairs. Go around and offer help, if necessary.

Work in pairs. Ask your partners about their favourite food and drink.

- Tell pupils that they are going to practise asking and answering questions about their favourite food and drink, using *What's your favourite food/drink? It's ...*
- Ask them to work in pairs. Set a time limit for the activity.
- Call some pairs to practise in front of the class.







My favourite food and drink

What's your favourite food? What's your favourite food?Hey ho, hey ho, my favourite food is beef.What's your favourite drink? What's your favourite drink?Hey ho, hey ho, my favourite drink is milk.Beef and milk, beef and milk.Hey ho, hey ho, they're my favourite food and drink.

Warm-up: Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What's your favourite food/drink?*

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about some children's favourite food and drink and tick the correct pictures.
- Have them look at the pictures to identify the food and drink (1a. Chicken. 1b. Fish. 1c. Beef. 2a. Milk. 2b. Apple juice. 2c. Orange juice. 3a. Chicken and orange juice. 3b. Chicken and milk, 3c. Beef and water.) Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the food and drink.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Audio script

- **1.** *A*: What's your favourite food?
 - B: It's fish.
 - A: Sorry?
 - B: Fish is my favourite food.
- **3.** *A*: What's your favourite food and drink?
 - B: Chicken and orange juice.
 - A: Chicken and ...what?
 - B: Chicken and orange juice.
- A: Oh, I see.

4. Look and write.

- Tell pupils that they are going to write the answers to the questions about favourite food and drink suggested in the pictures.
- Give them a few seconds to look at the pictures. Ask them to read the question next to each picture and write the answer. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read aloud the answers.

Key: 1 It's chicken 2 It's orange juice 3 It's fish and water

5. Let's sing.

- Tell the class that they are going to sing the song *My favourite food and drink*. Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read each line of the lyrics aloud. Do choral and individual repetition and check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a group of four to come to the front of the class. Each of them sings one line of the song. Then the class sings the song together and claps hands.

- **2.** *A:* What's your favourite drink?
 - B: It's orange juice.
 - A: Orange juice?
 - B: Yes.







Warm-up: Spend a few minutes revising the previous lesson. Ask some pupils to go to the front of the class to sing the song *My favourite food and drink*. Have the class clap hands.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which the characters offer food and drink, using *Would you like some* ...? and accept/decline offers, using *Yes, please./No, thanks*.
- Have pupils look at the pictures. Ask them some questions such as Who are they? Where are they? and What are they saying? (Linda, Mai and Mai's mother are in the kitchen. In Picture a, Mrs Lan offers Linda some noodles, saying Would you like some noodles? and Linda accepts her offer saying Yes, please. In Pictures b and c, Mrs Lan offers Linda milk and then orange juice, and Linda declines her offers, using No, thanks. In Picture d, Mrs Lan offers Linda lemonade and Linda accepts the offer by saying Yes, please.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise offering someone food/drinks and accepting or declining someone's offer.
- Ask them to look at the pictures and the words under them. Teach the words *bread, rice, vegetables* and *lemonade*. Check comprehension. Have pupils repeat each word a few times.
- Point to Picture a and have pupils repeat the word *bread*. Then tell one pupil to make an offer saying *Would you like some bread?*, and another accepting or declining the offer saying *Yes, please* or *No, thanks*.
- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then ask pupils to practise asking and answering the questions in pairs.
- Invite pairs to act out the dialogues in front of the class. Correct pronunciation, if necessary.

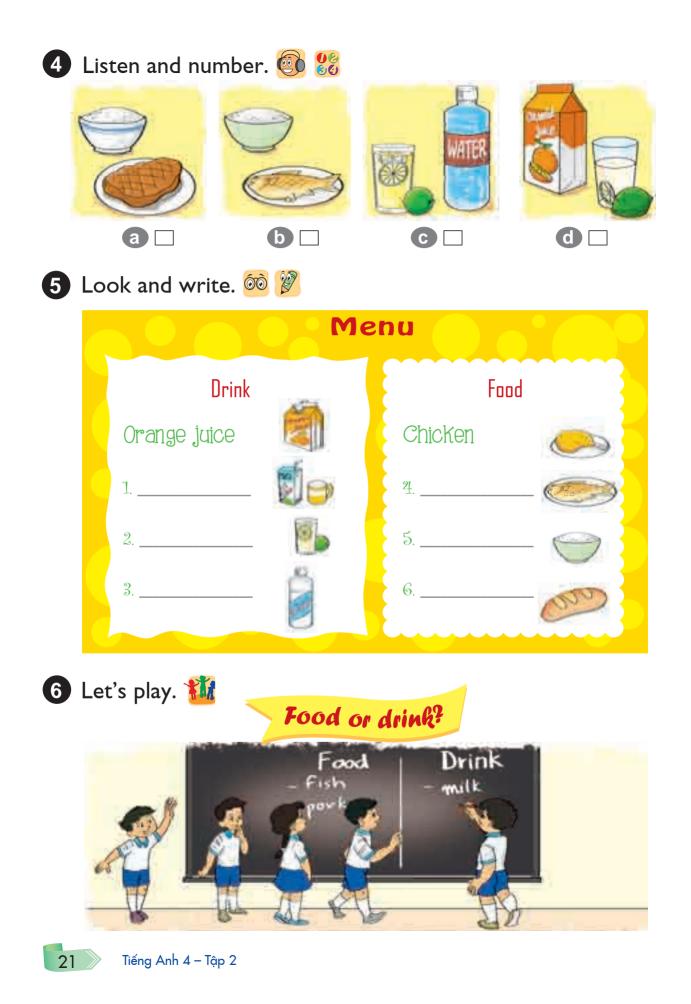
Language note:

- Would you like ...? is a polite way of saying Do you want ...?
- How about ...? means the same as What about ...?

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves. Remind pupils of the questions *What's your favourite food/drink?* and *Would you like some ...?* and how to respond to them.
- Invite pairs to ask and answer the above two questions. Remind them to answer according to their own preferences. Go around and offer help. Correct pronunciation, if necessary.
- Call on a few pairs to act out the dialogues in front of the class. Correct pronunciation, if necessary.





Warm-up: Spend a few minutes revising the previous lesson. Call a pair of pupils to the front of the class to perform how to offer someone food/drink and how to accept or decline an offer, using *Would you like some ...?*

4. Listen and number.

- Tell the class that they are going to listen to four dialogues about people's favourite food and drink and number the pictures.
- Give pupils a few seconds to look at the pictures. Ask them to say the food and drink aloud.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 3 b 1 c 2 d 4

Audio script

- **1.** *A*: What's your favourite food?
 - *B:* It's fish. With rice. Do you like fish?
 - A: Yes. I like it very much.
 - B: Me too.
- **3.** *A:* Would you like some noodles?
 - B: No, thanks.
 - A: How about some rice?
 - B: Yes. Rice with beef, please.

- **2.** *A*: Would you like some milk?
 - B: No, thanks.
 - A: How about lemonade?
 - *B*: Yes, please. I love lemonade. And some water, please.
 - A: OK.
- **4.** *A:* What's your favourite drink?
 - *B:* It's orange juice. Oh, and I like lemonade too.
 - A: Me too. I love orange juice and lemonade.

5. Look and write.

- Tell pupils that they are going to complete the menu, using the picture cues.
- Have them look at the two worked examples in the menu. Then ask them to look at the pictures and write the words for the food and drink. Check understanding.
- Set a time limit for pupils to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, tell pupils to work in pairs or groups, asking and answering questions about their favourite food and drink.
- Key:1 Milk2 Lemonade3 Water4 Fish5 Rice6 Bread

6. Let's play.

- Tell pupils that they are going to play the game Food or drink?
- Write *Food* and *Drink* on two sides of the board. Then write *fish* under *Food* and *milk* under *Drink*.
- Call two groups to the front of the class. They should take turns to write the name of a food or drink on the board. The group that runs out of ideas, or puts a food or drink under the wrong category is out of the game. Then another group comes out and continues. The group which stays until the end of the game is the winner.

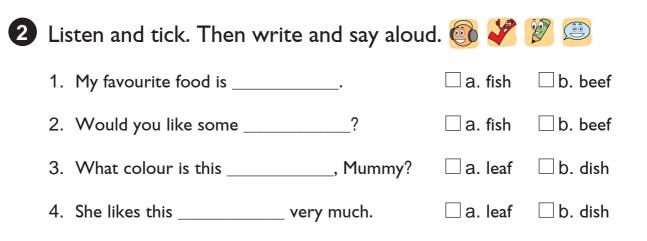


Lesson 3

≥ ⊻ 0 ≻



f	beef	My favourite food is bee <mark>f</mark> .	
	leaf	The leaf is yellow.	
sh	fish	Would you like some fi <mark>sh</mark> ?	
	dish	That's a big dish of fi <mark>sh</mark> .	



3 Let's chant. 💥

Would you like some fish? Yes, please. I love fish. It's my favourite food.

Would you like some milk? Yes, please. I love milk. It's my favourite drink. Would you like some fish?



≥ ⊻ 0 ≻



Warm-up: Spend a few minutes revising the previous lesson by calling two pairs of pupils to the board to play the game *Food or drink?*

Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **f** and **sh** in the words *bee***f**, *lea***f** and *fi***sh**, *di***sh** respectively.
- First, put the letters **f** and **sh** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *beef*, *leaf* and *fish*, *dish* and the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.

2. Listen and tick. Then write and say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct answers.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording more than once, if necessary, and tick the appropriate words to fill the gaps.
- Get them to swap their answers before checking as a class. Then ask pupils to read the sentences aloud.

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

Audio script

1. My favourite food is fish.

- 2. Would you like some beef?
- 3. What colour is this leaf, Mummy?
- 4. She likes this dish very much.

3. Let's chant.

- Tell pupils that they are going to say the chant *Would you like some fish?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. Invite two pairs to give a demonstration, one pair chants the first verse and the other chants the second verse.
- Get pairs or groups to sit opposite of each other and practise chanting and doing the actions. Go around offering help, if necessary.
- Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.



4 Read and complete. 🤷 🙎



2

Hi. My name is Linda. I like beef. It is my favourite food. My favourite drink is orange juice. I don't like vegetables. My younger brother Peter doesn't like beef. He loves chicken. It is his favourite food. He loves lemonade too. Lemonade is his favourite drink. He drinks it every day.

at al	Favourite food	Favourite drink
No.	beef	
and the second s		





•••	My name is	
• •	l love lt's	Ĩ.
	food. I like	(\cdot)
	lt's drink.	6
	3. 3	



6 Project 郄

Interview your classmates about their favourite food and drink. Then report the results to the class.

Name	Favourite food	Favourite drink
1. Thu Huong	chicken	milk
2.		
3.		
4.		



Warm-up: Spend a few minutes revising the previous lesson by getting two pairs to go to the front of the class to chant *Would you like some fish?* and do actions. The rest of the class claps to the rhythm.

4. Read and complete.

- Tell the class that they are going to read the text and complete the table.
- Have pupils read the text to find the information to fill the blanks. Tell them to focus on Linda's and Peter's favourite food and drink. If necessary, get pupils to work in pairs or groups. Check understanding.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class.

Favourite food	Favourite drink
beef	orange juice
chicken	lemonade

5. Write about your favourite food and drink.

- Tell pupils that they are going to write about their favourite food and drink.
- Have them work in pairs or groups to discuss what they are going to write in the blanks.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask a few pupils to read aloud their partners' answers.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to interview their classmates about their favourite food and drink and then report the results to the class.
- Give them time to interview three of their classmates and fill the gaps in the table. Ask them to look at the first row in the table as an example.
- Ask a few of them to report the results of their interviews to the class.

Example:

Name	Favourite food	Favourite drink
2. Van Tien	fish	orange juice
3. Thanh Tam	beef	apple juice
4. Hien Luong	pork	lemonade

Here are the results of my interviews. Tien's favourite food is fish and his favourite drink is orange juice. Tam's favourite food is beef and her favourite drink is apple juice. Luong's favourite food is pork and her favourite drink is lemonade. Thank you for listening.

Key: Pupils' own answers



Unit 14 What does he look like?

Lesson 1



Work in pairs. Ask your partners about their family members.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Physical appearance*.
- ask and answer questions about someone's physical appearance, using *What does he/she* look like? He's/She's ...
- make comparisons, using *Who is* + (comparative)? ... *is* + (comparative).
- pronounce the sounds of the letters *th* in the words *this*, *that*, *thin* and *thick* respectively.

Warm-up: Ask pupils to bring a photo of their father/mother and talk about him/her (e.g. his/her name, age, job and hobby).

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Phong asks Linda questions about her brother.
- Ask pupils to look at the four pictures to identify the characters (Linda and Phong) and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In Picture a, Linda is sitting at the computer and writing an e-mail to her brother, and Phong is standing nearby. In Pictures b, c and d, Phong is asking Linda about her brother (the place he lives, his job and his appearance)). Explain the meaning of the question *What does he look like?* and the answer *He's tall.* Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

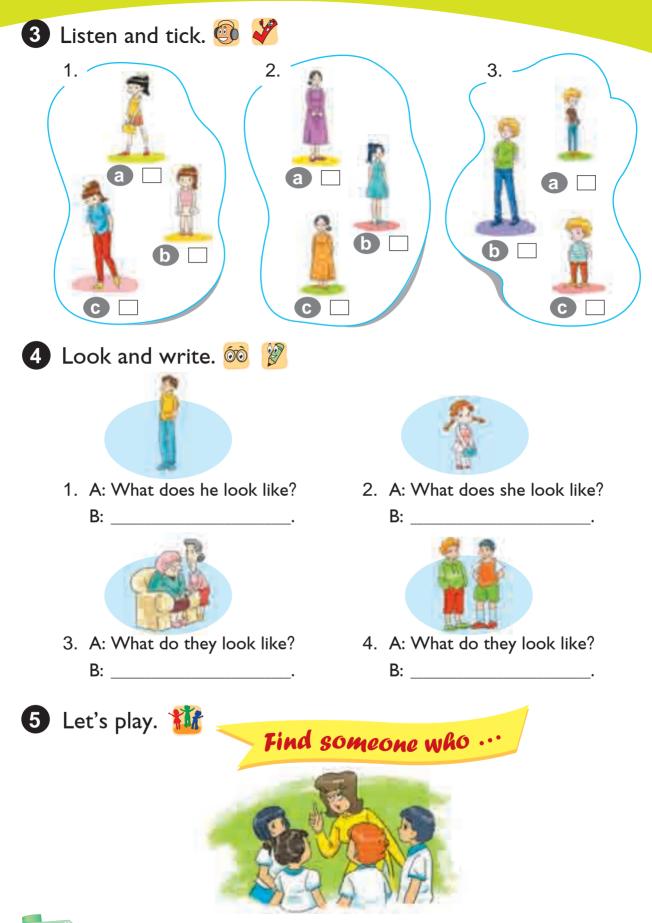
- Tell pup ils that they are going to practise asking and answering questions about someone's physical appearance.
- Have them look at the bubbles to understand how to use the language. Ask them to look at the five pictures to identify the physical appearance of the people. Elicit the meaning of the adjectives describing people's appearance: *tall, short, slim, old* and *young*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (Teacher: *What does she look like?* Pupil: *She's tall.*) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs, using the prompts in the bubbles and pictures.
- Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.

Work in pairs. Ask your partners about their family members.

- Tell pupils that they are going to ask and answer questions about the appearance of their classmates' family members, using *What does your father/mother/brother/sister look like*? and *He's/She's* ...
- Ask them to work in pairs: one pupil asks the question and the other gives the answer about appearance of their family members. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class.

Unit 14 What does he look like?





Warm-up: Spend a few minutes revising the question *What does he/she look like?* and the answer *He's/She's* ... Get pairs to role-play the question and the answer.

3. Listen and tick.

- Tell the class that they are going to listen to three dialogues about people's appearance and tick the correct pictures.
- Ask pupils to look at the pictures to identify the appearance of the people. Ask them questions such as *Is she tall or short? Is he big or small?* Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures.
- Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class.

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

Audio script

- **1.** *A*: What does your sister look like?
 - B: She's very tall.

- 2. A: What does your grandmother look like?
 - B: She's old and short.
- **3.** *A*: How old is your brother?
 - B: He's twelve.
 - A: What does he look like?
 - B: He's slim and short.

4. Look and write.

- Tell pupils that they are going to complete the answers about someone's appearance, using the picture cues.
- Ask them to look at the four pictures to identify the physical appearance of the person/ people in each picture. Then ask them to read the questions and write the answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete sentences aloud.
 - Key: 1 He's tall/slim 2 She's short/young
 - **3** They're old **4** They're young/tall

5. Let's play.

- Tell pupils that they are going to play the game *Find someone who* ..., using the words related to people's physical appearance.
- Divide the class into groups of five. Say to pupils *Find someone who* ... (e.g. *Find someone who's tall*.) The group which is the quickest to point to a classmate who fits that description and says the correct sentence (e.g. *Tu is tall*.) gets a point. The group that gets most points wins.









Who's taller/shorter/older...?

Warm-up: Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to ask and answer questions about the physical appearance of their classmates, using *What does he/she look like? He's/She's* ...

1. Look, listen and repeat.

- Tell the class that they are going to listen to two boys asking and answering questions about their family members.
- Ask pupils to look at the pictures to identify the context in which the language is used. Ask them questions such as *Who are the boys? What are they doing?* (In Picture a, Nam is showing a picture of his father to Peter and Peter says *He's tall*. In Picture b, Nam is showing a picture of his brother and Peter says *He's tall, too*. In Picture c, Nam is making a comparison between his father and brother, saying *My brother's taller than my father*.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: Most adjectives form comparatives by adding *-er* to the end of the words (e.g. old*er*, tall*er*). Adjectives ending in *-e* add *-r* to the end (e.g. nice*r*). Adjectives with one vowel and one consonant after that vowel double the consonant before adding *-er* (e.g. big*ger*, thin*ner*). Those with two or more vowels followed by one consonant, however, do not double the consonant (e.g. loud*er*, quiet*er*).

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions to compare people's appearance.
- Have them look at the bubbles and the three pictures to identify how the language is used. Teach the form and the meaning of the pairs of adjectives under the pictures.
- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the first pair of adjectives under Picture a. (Teacher: *Who's taller*? Pupil: *The girl is taller*.) Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and words under the pictures.
- Select some pairs to demonstrate the task in front of the class. Monitor the activity and offer help, if necessary.

3. Let's talk.

- Tell pupils that they are going to practise asking and answering questions about their classmates' appearance and making comparisons, using *What does he/she look like? Who's* + (comparative)?
- Do the task with one pupil as a model (e.g. Teacher: *What does Hang look like?* Pupil: *She's thin.*) Put the sentences on the board and do choral and individual repetition.
- Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class.







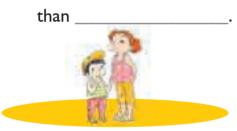
👍 Listen and circle. 🔞 😕

- 1. Nam is _____ than his sister.
- 2. His sister is than his mother.
- 3. His mother is _____ than his father.
- 4. His father is than his mother.
- 5 Look and write. 🔯 🦉



1. A: Who's slimmer, the father or the brother?

B:_____



- 3. A: Who's older, the brother or the sister?
 - B: _____ than .

6 Let's sing. 🎉

What do they look like?

What does your mother look like? She's tall. She's taller than me. What does your father look like? He's slim. He's slimmer than me.

- a. taller
- a. slimmer
- a. shorter
- a. older

- b. slimmer
- b. smaller
- b. younger
- b. taller



2. A: Who's shorter, the father or the mother?



4. A: Who's stronger, the father or the brother?

B: _____ than .



Warm-up: Spend a few minutes revising the previous lesson. Ask some pairs of pupils to ask and answer questions to compare the appearance of their classmates.

4. Listen and circle.

- Tell the class that they are going to listen to Nam's description of his family and circle the correct answers.
- Ask pupils to look at the four incomplete sentences and guess the possible answers for each sentence. Check understanding.
- Play the recording for them to listen and circle the answers.
- Play the recording again so that they can check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Audio script

Hi. My name's Nam. This is my family: my father, my mother, my sister and me.

- 1. I'm not very tall, but I'm taller than my sister.
- 2. My sister's slim. She's slimmer than my mother.
- 3. My mother's thirty-three years old. She's younger than my father.
- 4. My father's tall. He's taller than my mother.

5. Look and write.

- Tell pupils that they are going to write the answers to the questions to make comparisons of people's appearance, using the picture cues.
- Ask them to look at the four pictures to identify the difference in appearance between the family members in each picture. Explain the meaning of the new word *strong*. Remind pupils that we use *than* when making comparisons. Then ask them to read the questions and write the answers. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the completed dialogues.
 - Key: 1 The brother is slimmer than the father.3 The sister is older than the brother.2 The mother is shorter than the father.4 The brother is stronger than the father.

6. Let's sing.

- Tell the class that they are going to sing the song *What do they look like*? Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line until they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song.
- Play the recording again and get pupils to sing along with the recording.
- Divide the class into two groups: one sings the questions and the other sings the answers.







th



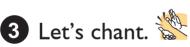
this	This is my mother.
that	That is my father.
thin	The book is thin.
thick	The dictionary is <mark>th</mark> ick.

2 Listen and tick. Then write and say aloud. 🚳 💞 🦻 🥯 1. My brother is _____. a. thin b. there a. there b. three 2. My sister is _____.

3. books are on the table. a. Their

a. thin b. thick 4. Their books are





This is my family

This is my mother. And this is my father. What do they look like? They're young and strong.

That's my grandfather. And that's my grandmother. What do they look like? They're old, and strong too.

b. The



Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *What do they look like?* Have the class listen and clap their hands.

1. Listen and repeat.

- Tell the class that they are going to practise saying the sounds of the letters *th* in the words *this, that, thin* and *thick* respectively.
- First, put the letters **th** and the words **th***is*, **th***at*, **th***in* and **th***ick* on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

Language note: Most pronouns with the initial letters *th* are pronounced with a voiced *th* sound (e.g. *they*, *them*).

2. Listen and tick. Then write and say aloud.

- Tell pupils that they are going to listen to the recording and tick the correct words.
- Ask them to look at the sentences and guess the words to fill the gaps.
- Play the recording for pupils to listen and tick the words.
- Play the recording again so they can check their answers.
- Get pupils to swap their answers before you check as a class. Then ask them to read the sentences aloud. Monitor the activity and offer help, if necessary.

Key:	1 a	2 b	3 a	4 b
------	------------	------------	------------	------------

Audio script	
1. My brother is thin.	2. My sister is three.
3. Their books are on the table.	4. Their books are thick.

3. Let's chant.

- Tell pupils that they are going to say the chant *This is my family*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions. Call two groups of pupils to give a demonstration.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.







Warm-up: Spend a few minutes revising the previous lesson. Get two groups of five pupils to go to the front of the class to say the chant *This is my family*. Ask the rest of the class to listen and clap their hands.

4. Read and write.

- Tell the class that they are going to read an email about a girl's family and write the answers to the questions.
- Tell pupils to read the questions first. Then ask them to read the email and focus on the information needed to answer the questions. If necessary, get pupils to work in pairs or groups to discuss the possible answers to the questions.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class. Provide explanations to the answers, if necessary.
 - Key: 1 He is a teacher.
 - **2** He is tall and slim.
 - 3 She is beautiful.
 - 4 Her brother is younger.
 - **5** Marie is shorter.

5. Write.

- Tell pupils that they are going to write an email to their friends to describe their family, using the given words in the frame.
- Have them look at the given words and decide what they are going to write. Ask them to write about their father's and mother's appearance.
- Give them enough time to do the task independently.
- Get pupils to swap their answers. If there is time, ask one pupil to write the answer on the board or read it aloud.

Key: Pupils' own answers

6. Project

- Ask pupils to bring a photo of their family and describe their family members to the class.
- Ask them to think about what to say about their family members (e.g. name, age, job, hobbies, appearance). Have pupils work in pairs or groups to discuss what they are going to talk about.
- Get one pupil to do a demonstration in front of the class before starting the activity.
- Call some pupils to the front of the class to do the task. Monitor the activity and offer help, if necessary.
- If time allows, ask a few of them to describe their family members to the class. Then ask the class questions about these pupils' families and see if they can remember the answers.

Example:

This is my father. His name's Long. He's 34 years old. He's tall. He's a doctor. He works in a hospital. He likes swimming and playing football.

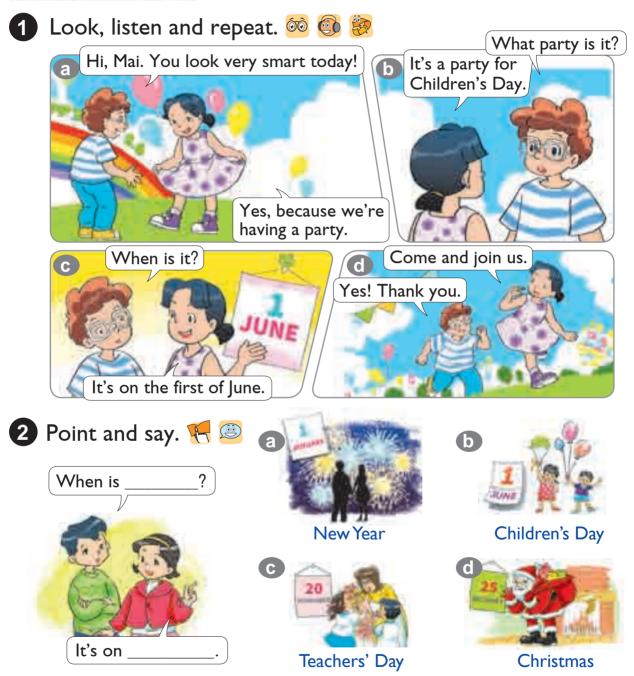
Key: *Pupils' own answers*

Unit 14 What does he look like?



Unit 15 When's Children's Day?

Lesson 1



Work in pairs. Ask your partners about holidays and festivals in Viet Nam and other countries.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Festivals*.
- ask and answer questions about popular festivals, using *When is* + (festival)? *It's on* ...
- ask and answer questions about what people do at a festival, using What do you do at/on
 + (festival)?1...
- pronounce the sounds of the letters **cl** and **fl** in the words **cl**othes, **cl**ose, **fl**owers and **fl**oor respectively.

Warm-up: Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to talk about their family members (e.g. *My mother's name is Lien. She's a nurse. She works in a hospital in the town. She's slim and tall.*)

1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about popular festivals.
- Ask pupils to look at the four pictures to discuss the context in which the language is used. Ask questions such as *Who are they? Where are they?* and *What are they talking about?* (In Picture a, Mai looks smart because she is having a party. In Picture b, Tom asks Mai about the party, using *What party is it?* and she answers *It's a party for Children's Day*. In Picture c, Tom asks *When is it?* and Mai answers *It's on the first of June*. In Picture d, Mai invites Tom to join their party.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupil to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about popular festivals.
- Have them look at the bubbles to understand how the question and answer are used. Then ask them to look at the four pictures to identify the festivals. Teach the words and phrases under the pictures.
- Point to the first picture and do the task with one pupil as a model, using the question and answer in the bubbles and the words under the picture. (Teacher: *When is New Year?* Pupil: *It's on the first of January.*) Ask pupils to say the question and the answer chorally. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the words/phrases under the pictures. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class.

Work in pairs. Ask your partners about holidays and festivals in Viet Nam and other countries.

- Tell pupils that they are going to practise asking and answering questions about popular festivals/holidays, using *When is ... ? It's on ...*
- Ask pupils to suggest festivals/holidays in Viet Nam and other countries, and write them on the board.
- Have pupils work in pairs: one pupil asks *When is* + (festival/holiday)? and the other answers *It's on* ... Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class. The rest of the class observes.





Warm-up: Spend a few minutes revising the previous lesson. Get some pairs of pupils to the front of the class to ask and answer about festivals, using *When is ... ? It's on ...*

3. Listen and tick.

- Tell the class that they are going to listen to three dialogues about some popular festivals and tick the correct pictures.
- Have pupils look at the pictures to identify the festivals. (1a. Christmas (25th December). 1b. New Year (1st January). 1c. Children's Day (1st June). 2a. Teachers' Day (20th November). 2b. Christmas (25th December). 2c. New Year (1st January). 3a. Christmas (25th December). 3b. Halloween (31st October). 3c. Children's Day (1st June).) Explain that Halloween is celebrated on 31st October, where children dress as ghosts and ask neighbours for sweets. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them that they should focus on the names of festivals.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
 Key: 1 b 2 a 3 c

Audio script

- 1. Akiko:You look smart today, Tom.Tom:We are going to have a party for
New Year.
 - Akiko: When is New Year in your country?
 - *Tom:* It's on the first of January.
- **2.** *Linda:* Mai, you have lots of beautiful flowers.
 - Mai: Yes. For our teachers. We are having Teachers' Day!
 - Linda: When is it?
 - Mai: It's on the twentieth of November.
- **3.** *Tom:* Where are you going, Phong? *Phong:* I'm going to the supermarket. I want some cakes and sweets for Children's Day.

Tom: Children's Day? When is it? *Phong:* It's on the first of June.

4. Look and write.

- Tell pupils that they are going to complete the answers to the questions about popular festivals, using the picture cues.
- Give them a few seconds to look at the answers and to guess the missing words they need to fill the gaps. Then focus their attention on the pictures. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs of pupils to act out the dialogues.
 - **Key:** 1 the twenty-fifth of December 3 the first of June

2 the twentieth of November

5. Let's sing.

- Tell the class that they are going to sing the song *Happy New Year!* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- First, have pupils read each line of the lyrics aloud. Do choral and individual repetition. Check comprehension. Then play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask a group of four pupils to the front to sing the song.
- Have the class sing the song again and clap their hands or do actions to reinforce learning.

Unit 15 When's Children's Day?







Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *Happy New Year!* The class may sing the song together and clap hands or do actions.

1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about what people usually do at a festival.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask pupils questions such as Who are they? Where are they? What are they doing? (In Picture a, Mai is decorating the house. In Pictures b to d, Linda asks Mai What do you do at Tet? and Mai answers I wear nice clothes. I eat a lot of banh chung and I get lucky money from my parents.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what people do at Tet.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what people do at Tet. Teach the phrases *make* banh chung, *decorate the house, watch firework displays* and *visit grandparents*.
- Point to the first picture and model the task with one pupil, using the question in the first bubble and the phrase under the picture for the answer. (Teacher: *What do you do at Tet*? Pupil: *I make* banh chung). Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to role-play the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.
- Ask them to work in pairs, one asking the questions *When is* + (festival)? and *What do you do at/on* + (festival)? and the other giving the answers. You may suggest more phrases for pupils to use (e.g. *Tet, Teachers' Day, Children's Day, New Year, Christmas, go shopping, buy food and drink, play sports and games, visit teachers and friends*).
- Select some pairs to role-play the dialogue in front of the class.



4 Listen and circle. 🙆 😕

What do they do at Tet?

- 1. Phong _____.
 - a. buys flowers
- 2. His parents _____.
 - a. go shopping
- 3. His sister _____.
 - a. wears new clothes
- 4. Phong and his sister _____.
 - a. watch firework displays



6

33

5 Look and write. 🚳 🦻

What do they do at Tet?



1. Mai and her mother



3. Nam and his family

- b. decorates the house
- b. make banh chung
- b. gets lucky money
- b. visit teachers



2. Phong and his father



4. Hoa and her brother

Let's play. 🌃	Physical line-up	
Match the phrases to make sentences. Tell your partners about them.	get presents. At Tet, we For Children's Day, we	have a party.
	give flowers. For Teac	hers' Day, we

Warm-up: Spend a few minutes revising the previous lesson by playing *Pass the secret!*. Follow the procedure in *Games* in *Introduction*. Ask pupils to talk about what they do at Children's Day, New Year, Teachers' Day, Tet, etc.

4. Listen and circle.

- Tell the class that they are going to listen to four dialogues and circle the phrases to complete the answers to the question *What do they do at Tet?*
- First, ask pupils to read the question. Then have them look at each answer and guess what Phong and his family do at Tet.
- Play the recording more than once if necessary for them to listen and circle the answers.
- Get pupils to swap their answers before you check as a class.

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

Audio script			
1. Phong:	It's Tet soon.	3 & 4. Linda:	What does your sister do at Tet?
Linda:	What do you do at Tet?	Phong:	She's only four. So she eats
Phong:	I buy flowers.		banh chung and gets lucky
Linda:	Oh, I see.		money from my parents.
		Linda:	Oh! She must be happy!
2. Linda:	What about your parents? What	t Phong:	l also watch firework displays
- /	do they do?		with her.
Phong:	They decorate the house and	Linda:	l like watching firework
L'a da	make <i>banh chung</i> .		displays too!
	I like <i>banh chung</i> very much.	Phong:	Yes, they are colourful. My
Phong:	Me too.	J	sister likes them very much.

5. Look and write.

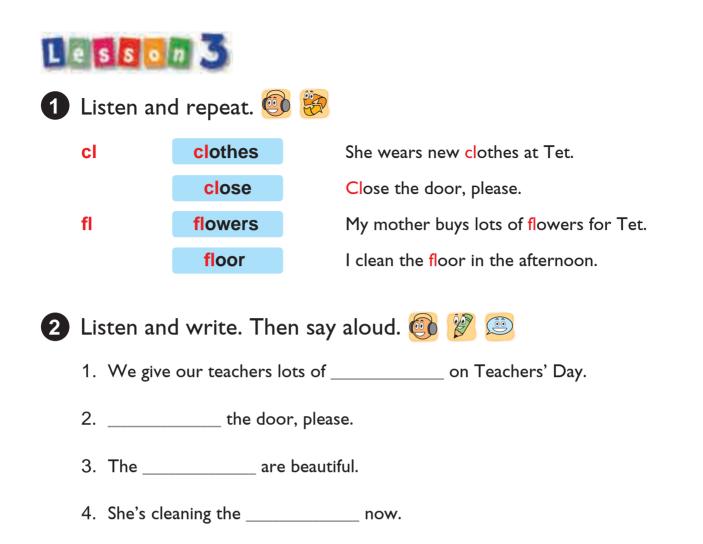
- Tell pupils that they are going to complete the sentences about what the characters do at Tet, using the picture cues.
- First, ask them to look at the incomplete sentences and identify the missing information. Then have them look at the four pictures to identify where the characters are and what they do at Tet. Have them find appropriate phrases to complete the sentences.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
 - **Key:** 1 go shopping

- 2 decorate the/their house
- 3 make banh chung
- 4 visit their grandparents

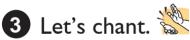
6. Let's play.

- Tell pupils that they are going to play *Physical line-up*. Follow the procedure in *Games* in *Introduction*.
- Put pupils in groups. Write sentences about different festivals on large pieces of paper. Then cut each into two halves and put all the pieces into a box. The number of pieces in the box should be the same as the number of pupils in the group.
- Ask the pupils to each draw a piece of paper from the box. Each pupil should find the person with the other half of their sentence and together read the sentence aloud. Continue the game with another group of pupils.





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What do you do at Tet?





Warm-up: Spend a few minutes revising the previous lesson by calling a group of four pupils to the front of the class to play the game *Physical line-up*, using the sentence halves you prepared for the last lesson.

1. Listen and repeat.

- Tell pupils that they are going to practise pronouncing the sounds of the letters *cl* and *fl* in the words *clothes, close, flowers* and *floor* respectively.
- First, put the letters *cl* and *fl* and the words *clothes, close, flowers* and *floor* on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sounds, words and sentences in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and write. Then say aloud.

- Tell pupils that they are going to listen to the recording and complete the sentences.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and write the words to complete the sentences. Play the recording more than once, if necessary. Go around and offer help.
- Have them swap their answers before checking as a class.
- Ask pupils to read the sentences aloud. Check as a class or correct pronunciation, if necessary.

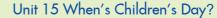
Key:1 flowers2 Close3 clothes4 floor

Audio script

- 1. We give our teachers lots of flowers on Teachers' Day.
- 2. Close the door, please.
- **3.** The clothes are beautiful.
- 4. She's cleaning the floor now.

3. Let's chant.

- Tell pupils that they are going to say the chant *What do you do at Tet?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions. Call one group of four to give a demonstration.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around and offer help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

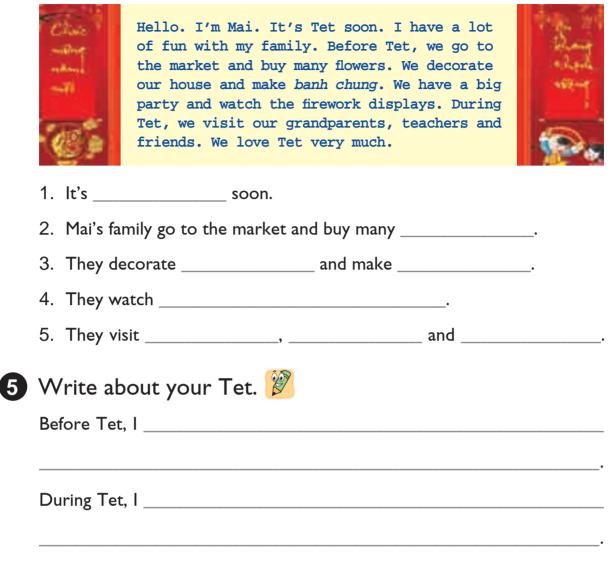




2			
6		1	
V.	4	2	7
×			_

Read and write. 🤓 🦻







35



Make a greeting card for Tet. Then write wishes to your friend.

То:	 Jappy
Wishes:	- Your
From:	

Warm-up: Spend a few minutes revising the previous lesson. Get one group of pupils to go to the front of the class to say the chant *What do you do at Tet?* and do actions.

4. Read and write.

- Tell pupils that they are going to read the text about Tet and complete the sentences.
- First, have them read the incomplete sentences under the text and elicit what words they need to fill the gaps. Focus pupils on the activities children do at Tet. Then ask them to read the text to find appropriate information to complete the sentences (e.g. *What festival is it soon? What does Mai's family buy? What do they decorate, make and watch? Who do they visit?*)
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer questions about the text.

Key: 1 Tet

3 their house, banh chung

1 the firework d

4 the firework displays

2 flowers

5 their grandparents, teachers, friends

5. Write about your Tet.

- Tell pupils that they are going to write a short paragraph about Tet. They may use the information from Activity 4.
- Have pupils work in pairs or groups to discuss what they do at Tet. Focus pupils on the things they do before Tet and during Tet. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers.
- If there is time, ask one pupil to write the paragraph on the board or read it aloud.

Key: *Pupils' own answers*

6. Project

- Tell the class that they are going to make greeting cards for Tet and write wishes to their friends. Explain the task and check understanding.
- Give each pupil a small card and some colour pencils. Ask them to draw a card for Tet. After decorating the cards, they should copy the text from the Pupil's Book and fill in the information.
- Give them time to do the task during the lesson or ask them to do it as homework.
- Get pupils to swap their cards in pairs.
- Call some of them to the front of the class and read aloud what their partners have written.

Example:

To: Quoc Anh Wishes: Happy New Year! Have fun at Tet! From: Kim Ngan

Key: *Pupils' own answers*

Unit 15 When's Children's Day?



REVIEW

3



	orange juice	drinking	seven	thirty	family			
	0 1	0		,	1			
It is five (1) now. Hoa's family is already awake.								
The	. (2)	is at th	ne dining ta	able now.	Hoa and h	er		
father like eating eggs and bread, and (3) tea								
for breakfast. Her mother likes eating <i>banh chung</i> and meat, and								
drin	king (4)	т	hey are rea	ady to leav	ve for wor	k		
at (5)	o'clock.						

Objectives

By the end of this unit, pupils can

- listen and identify specific information related to theme Me and my family.
- read and identify specific information related to theme *Me and my family*.
- write about their parents.
- read, listen to and understand a short story.

Listen and number.

- Tell the class that they are going to listen to a text and number the items in the picture.
- Give them a few seconds to look at the picture. Check comprehension by pointing to the items and asking questions: Are there any flowers in the room? What are they like? What time is it now? What are the parents doing? What are they giving to the children? What can you see on the table? What are the food and drinks? (a. There are red and yellow flowers in the living room. b. It's 8 o'clock now. c. The parents are giving the children lucky money. d. & e. There is banh chung, fish, meat, water, milk and orange juice on the table.)
- Play the recording three times: the first time for pupils to listen; the second time for them to do the task and the last time for them to check the answers. Pause after each time.
- Get pupils to swap their answers before checking as a class. Give further support to pupils who got more than half of the answers wrong.

Key: a 2 b 1 c 5 d 3 e 4

Audio script

It is the first day of Tet. It is 8 o'clock in the morning. The family is getting ready for Tet. There are beautiful flowers in the living room. On the dining table, there's a lot of nice food such as meat, fish and slices of *banh chung*. There are also drinks such as milk, orange juice and water.

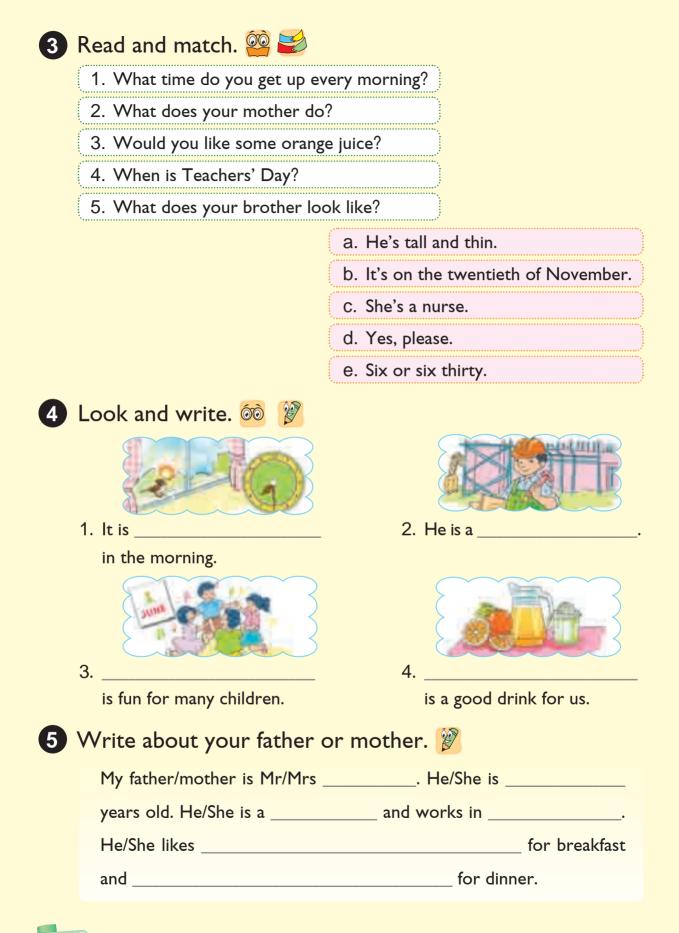
The family is wearing their new clothes. Mai and her brother are very happy because they're getting lucky money from their parents.

2. Read and complete.

- Tell pupils that they are going to complete a text about Hoa's family.
- Ask pupils to guess what Hoa's family does in the morning and read the text to check their answers. Give a few seconds for them to read the text in silence. Check comprehension by asking: What time is it? Is Hoa's family still sleeping? What is the family doing? What kinds of food do Hoa and her father like eating? What time does the family leave for work?
- Set a time limit for the task.
- Have pupils swap and check their answers before checking as a class.

Key:1 thirty2 family3 drinking4 orange juice5 seven





3. Read and match.

- Tell pupils that they are going to read and match each question with its answer by drawing a line between them. Give them a few seconds to read the questions and answers in silence.
- Set a time limit for the task.
- Get pupils to swap and check their answers before checking as a class.
- If time allows, ask them more questions. They may use the given answers or facts about themselves.

Key: 1 e 2 c 3 d 4 b 5 a

4. Look and write.

- Tell pupils that they are going to look at the pictures and complete the sentences. Check comprehension by asking: *What can you see in this picture? What time is it? Can you guess what is behind this man? What does he do/What is his job? Can you guess what kind of festival it is? What fruit is it? What kind of drink is it?*
- Set a time limit for the task. Remind pupils to write the words for the time in Question 1, rather than numbers.
- Get pupils to swap and check their answers before checking as a class.
- Invite one or two pupils to read the sentences aloud.
- If time allows, ask them more questions (e.g. When do you usually get up in the morning? What does your father do? Do you like Children's Day? Which is your favourite festival? Do you like juice?)

Key:1 seven thirty2 factory worker3 Children's Day4 Orange juice

- 5. Write about your father or mother.
 - Tell pupils that they are going to complete the paragraph about their father or mother. Give them a few seconds to read the paragraph in silence and check their understanding.
 - Set a time limit for the task.
 - Get pupils to read their partners' paragraphs. Then invite a few of them to tell the class about their partners' father/mother.

Key: Pupils' own answers



Short story Cat and Mouse 3

1 Read and listen to the story. Then fill the gaps. 🤓 🚳 🙎



1. Read and listen to the story. Then fill the gaps.

- Tell the class that they are going to read and listen to the story, and then fill the gaps.
- Before pupils listen, ask them to look at the pictures and ask them some questions (e.g. *What are Mimi, Chit and Mary doing in the first picture? Who is Mary thinking of in the third picture? Who is she thinking of in the fourth picture? What day is it today?*).
- Then ask pupils to read the story, and guess the words to fill the gaps. Then play the recording for them to listen to the story and fill the gaps.
- Play the recording again and let pupils check their answers.

Key:	1 works	2 plays	3 taller	4 do	<mark>5</mark> beach		
Audio	Audio script						
Chit:	What do yo	u do, Mary?					
Mary:	l'm a studer	nt in New York.					
Mimi:	What do yo	ur parents do?					
Mary:	My mother	My mother is a cook. She works in a school.					
Mimi:	And what about your dad?						
Mary:	He's a musician. He plays in a band.						
Mimi:	What are they like?						
Mary:	My mum is very tall.						
Mimi:	Really? A tall mouse?						
Mary:	Well, she's t	aller than me and	d my dad!				
Mary:	Today is La	oor Day in Ameri	ca.				
Mimi:	Really? Wha	at do people do c	on Labor Day?				
Mary:	They go to	the beach!					





Mimi: What do you do in America, Mary? Imary: My mum works in a school. Mimi: What do your parents do? Mary: I'm a student. Mary: I'm a student. Mary: He plays in a band. Mary: He plays in a band. Mary: He plays in a band. Mary: What about your dad? Mary: My mum is a cook and my dad is a musician. Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. Work in pairs. Where do you live? B:	Number the sent	tences. 鯼	
Mimi: What do your parents do? Mary: I'm a student. Mary: He plays in a band. Mimi: What about your dad? Mary: My mum is a cook and my dad is a musician. Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. A: Where do you live? B:	Mimi: What do you	do in America, Mary?	1
Mary: I'm a student. Mary: He plays in a band. Mary: He plays in a band. Mimi: What about your dad? Mary: My mum is a cook and my dad is a musician. Mary: My mum is a cook and my dad is a musician. Mary: My mum is a cook and my dad is a musician. Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. Mary: Mere do you live? A: Where do you live? B: What does your mum do? B: What does your mum do? A: What about your dad? B: What about your dad?	Mary: My mum work	cs in a school.	
Mary: He plays in a band. Image: All of the plays in a band. Mimi: What about your dad? Image: All of the plays in a cook and my dad is a musician. Mary: My mum is a cook and my dad is a musician. Image: All of the plays in a bout you. Mimi: Where do they work? Image: All of the plays in a bout you. Work in pairs. Complete the conversation with information about you. Image: All of the plays in a bout you. A: Where do you live? Image: All of the plays in a bout your mum do? B:	Mimi: What do your	parents do?	
Mimi: What about your dad? Mary: My mum is a cook and my dad is a musician. Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. Mimi: Where do you live? B: . Where do you live? B: . What does your mum do? B: . What about your dad?	Mary: I'm a student.		
Mary: My mum is a cook and my dad is a musician. Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. A: Where do you live? B: . What does your mum do? B: . What does your mum do? B: . What about your dad? B: .	Mary: He plays in a b	band.	8
Mimi: Where do they work? Work in pairs. Complete the conversation with information about you. A: Where do you live? B: Where do you live? A: What does your mum do? B: What does your mum do? A: What does your mum do? B: What does your mum do? B: What about your dad? B: What about your dad?	Mimi: What about ye	our dad?	
 Work in pairs. Complete the conversation with information about you. A: Where do you live? B: Where do you live? A: What does your mum do? B: What does your mum do? A: What about your dad? B: What about your dad? 	Mary: My mum is a c	ook and my dad is a musician.	
 with information about you. Description A: Where do you live? B: Where do you live? A: What does your mum do? B: What does your mum do? A: What about your dad? B: What about your dad? 	Mimi: Where do the	y work?	
	 A: Where do you live B:	e? Where do you live? What does your mum do? What does your mum do?	
A:	B:	What about your dad?	
	A:		
		, ,	
 Find words in the story to complete the sentences. 1. My mum is a very good She likes making cakes. 	2. On sunny days, w	e go to the	
	3. Her dad is	than her mum.	
 My mum is a very good She likes making cakes. 	4. He's a very good	He plays the piar	no.

2. Number the sentences.

- Tell the class that they are going to put the sentences in the correct order and write the numbers in the boxes.
- Give pupils time to do the task. Ask them to try ordering the sentences without looking at the story.
- Ask them to swap and check their answers before checking as a class.
- Ask a few pairs to role-play the dialogue.
- If time allows, write the eight sentences on large pieces of paper and invite eight pupils to go to the front to play *Physical line-up*, following the procedure in *Games* in *Introduction*.

Key: 1, 6, 3, 2, 8, 7, 4, 5

3. Work in pairs. Complete the conversation with information about you.

- Tell pupils that they are going to look at the questions and write the answers. Give them a few seconds to read the questions and check comprehension.
- Put them in pairs and give them time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the dialogue.

4. Find words in the story to complete the sentences.

- Tell the class that they are going to read the sentences and finds words in the story to complete them.
- Give pupils a few seconds to read the sentences in silence. Check comprehension and elicit the words to fill the gaps.
- Give them time to do the task.
- Get them to swap and check their answers before checking as a class.
- If time allows, ask pupils to make more sentences with the words *cook, beach, taller* and *musician*.

Key:1 cook2 beach3 taller4 musician



Unit 16 Let's go to the bookshop

Lesson 1



Work in pairs. Suggest some places to go and say why. 👰

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *The neighbourhood*.
- make and respond to suggestions to go somewhere, using *Let's go to the ...* and *Great idea!/ Sorry, I'm busy.*
- ask for and give reasons for going somewhere, using *Why do you want to go to the ...?* Because I want to ...
- understand what a syllable is and how to divide words into syllables.

Warm-up: Prepare pupils for the unit by asking them to say the names of some places in the neigbourhood in Vietnamese. Then teach them the English words (e.g. *bookshop, supermarket, bakery*).

1. Look, listen and repeat.

- Tell the class that they are going to learn about making suggestions to go somewhere and responding to the suggestions.
- Have pupils read the story to understand how the language is used. Ask questions such as Who are they? Where are they going? What are they talking about? (In Picture a, Mai asks Phong where he is going and he answers he is going to the bookshop. In Picture b, Phong makes a suggestion to go to the bookshop, using Let's go to the bookshop together. In Pictures c and d, Phong and Mai go to the bookshop together.) Check comprehension.
- Play the recording again so they can listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: Let's = Let us

2. Point and say.

- Tell pupils that they are going to practise making suggestions to go somewhere and responding to suggestions.
- Have them look at the pictures and the words and phrases under them. Point to the first picture and ask them to say *bakery* and *buy some bread*. Then have them put the word and phrase into the blanks in the bubble and say *Let's go to the bakery*. *I want to buy some bread*. *Great idea!/Sorry, I'm busy*. Have them repeat the sentences chorally and individually.
- Ask pupils to work in pairs and do the task. They should respond with *Great idea!* or *Sorry*, *I'm busy*, depending on whether they want to go to the place.
- Call a few pairs to act out the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

Language note: *Bread, medicine, food* and *chocolate* are uncountable nouns.

Work in pairs. Suggest some places to go and say why.

- Tell pupils that they are going to practise making and responding to suggestions to go somewhere.
- Ask them to work in pairs: one pupil makes a suggestion to go somewhere and the other responds to the suggestion. Then they swap roles and continue.







Warm-up: Spend a few minutes revising the previous lesson. Get pupils to play *Bingo*, using the places in the neighbourhood they have learnt (e.g. *bookshop*, *sweet shop*, *supermarket*, *bakery*, *pharmacy*, *school*, *park*, *zoo*, *cinema*).

Listen and tick.

- Tell the class that they are going to listen to two dialogues and tick the correct pictures.
- Have pupils look at the pictures to identify the shops and objects. (1a. A sweet shop. 1b. A bookshop. 2a. Some books. 2b. Some pens. 3a. A supermarket. 3b. A bakery. 4a. Some vegetables. 4b. Some drinks.) Check understanding. Then ask them to read the questions and guess the answers.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the pictures. Tell them that they should focus on the places the characters go and why they want to go there.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

	Key	y:	1 b	2 a	3 a	4 b
--	-----	----	------------	------------	------------	------------

Audio scri	Audio script			
1. Linda:	Hi, Phong. Where are you going?			
Phong:	I'm going to the bookshop. I want to buy some books.			
2. Linda:	Oh! I want to buy some books, too.			
Phong:	OK, let's go to the bookshop together.			
3. Tony:	Hi, Mai! Where are you going?			
Mai:	I'm going to the supermarket. I want to buy something to drink.			
4. Tony:	I want something to drink, too.			
Mai:	OK. Let's go to the supermarket together.			

4. Look and write.

- Tell pupils that they are going to complete the sentences, using the picture cues.
- Give them a few seconds to look at the first picture and the worked example. Have them look at the pictures and think about the appropriate places and suitable reasons to complete the sentences. Check comprehension. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read aloud the complete sentences.
 - **Key:** to the bakery, buy some cakes/bread to the sweet shop, buy some sweets to the pharmacy, buy some medicine

5. Let's sing.

- Tell pupils that they are going to sing the song *Let's go* ... Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a group to go to the front of the class to sing the song and clap hands or do actions.
- Have the class sing the song again and clap their hands or do actions to reinforce learning.







Warm-up: Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to sing the song *Let's go* ... The class may sing the song together, clapping hands or doing actions.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask for and give a reason.
- Have pupils look at the four pictures to understand the context in which the language is used. (In Pictures a and b, Tony makes a suggestion to go to the zoo, Linda declines, saying Sorry, I can't, and Mai accepts, saying Yes, I'd like to. Then Mai makes another suggestion, asking Can we go to the supermarket first? In Picture c, Tony asks Mai for the reason, using Why do you want to go to the supermarket? and Mai gives a reason, saying Because I want to buy something to eat. In Picture d, the three of them go to the supermarket together.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking for and giving reasons.
- Draw their attention to the bubbles to understand how the language is used. Ask them to look at the pictures and teach the words and phrases *zoo/see the animals, cinema/see a film, bakery/buy some bread* and *swimming pool/swim*. Check comprehension.
- Point to the first picture and get one pupil to ask *Why do you want to go to the zoo?* and another to answer *Because I want to see the animals*. Do choral and individual repetition. Repeat the same procedure with the rest of the pictures.
- Ask them to work in pairs, pointing to the pictures and speaking. Call a few pairs to act out the dialogues in front of the class. Check as a class and correct pronunciation, if necessary.

Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.
- Have them work in pairs: one pupil makes a suggestion to go somewhere, using *Let's go to the ...* and the other asks for a reason, using *Why do you want to go to the ...*?
- Let a few pairs act out the dialogue in front of the class. Correct the pronunciation, if necessary.
- You may ask them to shorten the question *Why do you want to go to the* ...? in their conversation (e.g. A: *Let's go to the bookshop*. B: *Why?* A: *Because I want to buy some books*.)



4 Listen and circle. 🙆 🛞

- 1. Mai wants to go to the _____. b. sweet shop C. bookshop a. zoo 2. Tony wants to go to the _____. b. pharmacy a. bakery C. cinema 3. Phong wants to buy some _____. a. books b. pens C. rulers 4. Tom wants to buy some _____.
 - b. chocolate C. bread a. sweets



5 Look and write. 🚧 🦉

- 1. Why does he want to go to the supermarket? Because *he wants to buy* some cakes and sweets _____.
- 2. Why does she want to go to the bookshop?

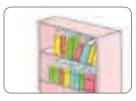
Because _____

3. Why do they want to go to the gym? Because

















Warm-up: Spend a few minutes revising the previous lesson. Ask some pupils to go to the front of the class to talk about why they want to go somewhere (e.g. *I want to go to the cinema because I want to see a film*.)

4. Listen and circle.

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- Tell the class that they are going to listen to four dialogues and circle the correct words.
- Have pupils read each of the incomplete sentences and guess the word to fill the gap. Check understanding.
- Play the recording three times. Ask pupils to listen to the recording and circle the words. Tell them that they should focus on where the characters want to go and what they want to buy.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

– I.

Key: a	2 C 3 D 4 C				
Audio scri	Audio script				
1. Mai:	Are you free now, Nam?	2. Tony:	Are you free now, Linda?		
Nam:	Yes.	Linda:	Yes, I am.		
Mai:	Let's go to the zoo. I want to	Tony:	Would you like to go to the cinema?		
	see the animals.	Linda:	Great idea!		
Nam:	Great idea! I want to see the animals, too.	Tony:	Let's go.		
3. Phong: Mai:	Are you free now, Mai? Yes.	4. Hoa:	Would you like to go to the swimming pool, Tom?		
	Let's go to the bookshop. Why do you want to go there?	Tom:	Great idea! But let's go to the supermarket first.		
Phong:	Because I want to buy some pens	s. Hoa:	Why do you want to go there?		
Mai:	OK. Let's go.	Tom:	Because I want to buy some bread.		
		Ноа:	OK. I want something to eat, too.		

5. Look and write.

- Tell pupils that they are going to look at the pictures and write the answers to the questions.
- First, ask them to look at the questions and identify the places they want to go. Then have them look at the pictures and write why they want to go to the places. They should mention the things in both pictures for each answer. Check understanding.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
 - Key: 2 she wants to buy some pens and books
 - 3 they want to play football and badminton

6. Let's play.

- Tell pupils that they are going to play the game *Where and why* to practise suggesting places to go and giving reasons.
- Prepare pieces of paper with names of places and put them into a box. Divide the class into groups of three. Ask two groups to go to the front. Group 1 should draw a slip of paper from the box and say *Let's go to the ...* Group 2 should ask *Why do you want to go to the ...*? Group 1 then answers *Because we want to ...* After that, the two groups swap roles. Then invite another two groups of pupils to the front and continue.







1	1 Listen and repeat. 😳 🛞				
	book	l want to buy a book.			
	book <mark> </mark> shop	Let's go to the book shop.			
	ba <mark>ke</mark> ry	The bread in this bakery is delicious.			
	su per mar ket	Let's go to the super mar ket.			
2	Listen, circle and	d write. Then say aloud. 🔞 朡 😰			
	1. Let's go to the _				
	a. bookshop	b. supermarket			
	2. I want to buy a				
	a. ruler	b. book			
	3. There is a near my home.				
	a. bakery	b. supermarket			
	4. Her sister works	in a			
	a. pharmacy	b. supermarket			
3	3 Let's chant.				
	W	hy do you want to?			

Let's go to the bookshop. Why do you want to go there? Because I want some rulers. Let's go to the bakery. Why do you want to go there? Because I'm hungry.

Warm-up: Spend a few minutes revising the previous lesson. Get two groups of pupils to play the game *Where and why.*

Listen and repeat.

- Tell the class that they are going to practise saying words with one, two, three and four syllables (*book*, *bookshop*, *bakery* and *supermarket*).
- First, explain to pupils what a syllable is. (A syllable is a word or part of a word that contains only one vowel sound. For pupils at this level, you may focus on the vowel letters *a*, *e*, *i*, *o*, *u* and, for some words, also *y*.) Then put the four target words on the board, using vertical lines to divide the syllables.
- Play the recording and ask pupils to repeat the words a few times. To reinforce learning, ask them to clap at each syllable as they say the words (e.g. *book*|*shop: clap-clap*). Then write the four sentences on the board. Play the recording and ask them to repeat the sentences, paying attention to the target words and syllables.
- Put more words on the board, indicating the syllables with vertical lines. Ask pupils to repeat the words after you and clap at each syllable. You may use these words: to ge|ther, good, go, want, part|ner, ci|ne|ma, a|ni|mal, film, be|cause, bread, gym, mo|ther, fa|ther.

2. Listen, circle and write. Then say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and write the answer to complete the sentences.
- Give them a few seconds to read each of the sentences in silence and guess the word to fill the gap.
- Have pupils listen to the recording and circle the appropriate options. Play the recording more than once, if necessary.
- Give them time to write the words independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to say the sentences aloud.
 - **Key: 1** a **2** b **3** a **4** b

Audio script

- 1. Let's go to the bookshop.2. I want to buy a book.
 - **3.** There is a bakery near my home.
- 4. Her sister works in a supermarket.

3. Let's chant.

- Tell pupils that they are going to say the chant *Why do you want to ...?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant.



4 Read and number. 🕮 윊

It is Sunday today. Phong and Mai go to many places. First, they go to the bookshop because Mai wants to buy some books and pens. Then they go to the pharmacy because Phong wants to buy some medicine. After that, they go to the zoo because they want to see the animals. Finally, they go to the bakery. They want to buy something to eat because they are hungry.







Interview three classmates. Ask them where they want to go on Sunday and why they want to go there. Then report the results to the class.

	Name	Where	Why
1			
2			
3			



Warm-up: Spend a few minutes revising the previous lesson. Say a word and ask pupils *How many syllables are there in the word?* Say the word again and ask them to clap at each syllable to check their answers. You may use these words: *book, bookshop, bakery, supermarket, go, sister, work, ruler, because, hungry.*

4. Read and number.

- Tell the class that they are going to read the text and number the pictures.
- Get pupils to look at the pictures and describe them. (In Picture a, Phong and Mai are at the zoo. Phong is looking at the tiger. In Picture b, they are buying bread/cakes at the bakery. In Picture c, they are at the pharmacy. In Picture d, they are reading at the bookshop.) After that, have them read the text and put the pictures in the correct order. If necessary, get them to work in pairs or small groups. Teach them the words/phrases *first, then, after that* and *finally*, using the Language note below.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is enough time, let some pairs ask and answer questions about the text (e.g. Where do Phong and Mai want to go first? Why do they want to go there? Where do they want to go then?)

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

Language note: *First, then, after that* and *finally* are used to show the order of actions. *First* is used to introduce the first action in a series. *Then* and *after that* are used to introduce the next action(s). *Finally* is used to introduce the last action.

5. Look and write.

- Tell pupils that they are going to write sentences about where the characters want to go and why they want to go there.
- Have them work in pairs or groups to discuss what they are going to write. Ask them to look at the first picture and the given sentence as an example. Then they should identify the places in the pictures and think of the reasons for going there.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask a few of them to write their answers on the board.
 - Key: 2 swimming pool, he wants to swim3 pharmacy, she wants to buy some medicine4 cinema, they want to see a film

6. Project

- Tell pupils that they are going to interview their classmates about where they want to go on Sunday and why they want to go there. Explain the activity and check understanding.
- Give each of them a card. Ask them to copy the table from the Pupil's Book onto their cards.
- Give pupils time to interview three classmates. They should ask the interviewees where they
 want to go on Sunday and why they want to go there, using Where do you want to go? Why
 do you want to go there? and complete the table. Get them to swap their cards in pairs. They
 should look at their partners' cards and tell the class about the interviewees' Sunday plans.
 Confirm with the interviewees whether what was said about them is correct.



Unit 17 How much is the T-shirt?

Lesson 1



Work in pairs. Ask your partners the prices of the clothes above. 🤗

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Prices of clothes*.
- ask and answer questions about prices of clothes (singular), using How much is the ...? It's ...
- ask and answer questions about prices of clothes (plural), using How much are the ...? They're ...
- pronounce two-syllable words with the stress on the first syllable: 'sandals, 'trousers, 'jumper and 'jacket.

Warm-up: Prepare pupils for this unit by teaching them the names of some clothing items (e.g. *T-shirt, blouse, scarf* and *skirt.*) You may refer to what pupils are wearing when teaching the vocabulary.

1. Look, listen and repeat.

- Introduce the lesson by saying Look at the pictures and guess what the story is about.
- Give a few minutes for pupils to look at the four pictures and suggest what the story may be about. Then have them read the story in silence. Ask a few questions to check their comprehension: Where are Mai and Quan? What are they doing? What is Mai wearing? What is Quan wearing? How much is the T-shirt? (In Pictures a and b, Mai and Quan are in the street and talking about Quan's T-shirt. Mai is wearing a blouse and a skirt. Quan is wearing a T-shirt. In Pictures c and d, Mai is in the supermarket. She wants to buy a red T-shirt. She asks for the price, using How much is it? The sales assistant says It's 50,000 dong.)
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Teach them how to say numbers with five digits, using the Language notes below.

Language notes:

- We say *Excuse me* when we want to get someone's attention and ask for information, and say *thanks/thank you* after we get the information.
- We use *thousand* when we say numbers with four or five digits (e.g. 2,000 dong = two thousand dong, 35,000 dong = thirty-five thousand dong).

2. Point and say.

- Tell pupils that they are going to ask and answer questions about prices, using *How much is the ...? It's ...*
- Teach the words *scarf, blouse, jacket, skirt* and *jumper* and have pupils repeat each word twice.
- Write the prices of the five items in words on the board and get pupils to read the words twice.
- Do an example with a pupil using Picture a. Then have pupils work in pairs before inviting one or two pairs to role-play the dialogue.

Work in pairs. Ask your partners the prices of the clothes above.

- Tell pupils that they are going to work in pairs and ask and answer questions about the prices of the clothes above.
- Set a time limit for the activity and circulate to monitor and offer help, if necessary.
- Invite one or two pairs to act out the exchanges.

Unit 17 How much is the T-shirt?





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Warm-up: Spend a few minutes revising the previous lesson. Call three pupils to the front of the class to act out the story in Activity 1. Then have the class play *Slap the board*, using the names of the clothing items and the prices in Activity 2.

3. Listen and tick.

- Introduce the activity by saying You are going to listen to three conversations and tick the correct box under each picture.
- Give a few seconds for pupils to look at the pictures and read the prices. Ask them to say the prices aloud.
- Play the recording three times: once for pupils to listen all the way through, a second time for them to do the task and finally for them to check the answers. Ask them to focus on the price of each item.
- Get pupils to swap their answers before you check as a class.

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

Audio script

Audio script	
1. Mai:	This yellow jacket is very nice.
Linda:	Yes, it is.
Mai:	Excuse me. How much is it?
Sales assistant:	lt's 50,000 dong.
2. Nam:	Excuse me. Can I have a look at
	the orange T-shirt, please?
Sales assistant:	Here you are.
Nam:	How much is it?
Sales assistant:	lt's 60,000 dong.
3. Mai:	Excuse me. Can I see that blue
	jumper, please?
Sales assistant:	Here you are.
Nam:	How much is it?
Sales assistant:	lt's 40,000 dong.

4. Look and write.

- Tell pupils that they are going to look at the clothes and write the price for each item.
- Go through every picture with pupils and ask them to identify the names of the clothing items and their prices. Then have them look at the worked example and write the answers for the other pictures. Remind them to mention the colour of each item.
- Set a time limit for them to fill the gaps.
- Call some pupils to read aloud their sentences and check the answers as a class.

Key: 2 yellow jumper, forty thousand dong 4 green skirt, seventy thousand dong

- **3** red jacket, sixty thousand dong
- 5 purple/pink blouse, fifty thousand dong

5. Let's play.

- Introduce the activity and remind pupils how to play the game *Pelmanism*.
- Prepare some cards with images of clothing items and the matching words for the items. Put pupils in groups of six. Give each group a set of cards. (You may prepare one set of cards and then photocopy them.) Each group should distribute the cards on the table, face down. A pupil turns over a pair of cards. If the cards show an image and a word that match with each other (e.g. the image of a T-shirt and the word *T-shirt*), the pupil takes the cards and continues to turn over another pair of cards. If the cards do not match, they should be turned face down again and the next pupil should have a go. The pupil with most cards at the end of the game is the winner.
- Set a time limit for pupils to play the game in pairs.
- Invite a few pairs to ask and answer questions about the clothing items on the cards (e.g. *What is this? It's a red jacket.)*







3 Let's talk. 🔏

Ask and answer questions about clothes.

- How much is that _____?
- How much are those _____?



Warm-up: Spend a few minutes revising the previous lesson. Call a group of twelve to the front of the class to play *Pelmanism*.

Prepare six questions and six answers about clothes on 12 pieces of paper respectively and put them into a box. Each pupil draws a slip of paper and looks for the pupil with the matching question or answer. The quickest pair to say the question and answer aloud is the winner.

1. Look, listen and repeat.

- Introduce the story by saying Look at the pictures and find out what Mai wants to buy in the supermarket. (A pair of yellow trousers.)
- Give pupils a few seconds to read the story and check their comprehension by asking questions such as Where are Mai and Hoa? What does Mai want to buy? What does she ask? How much is it? (Mai and Hoa are in the supermarket/clothes shop. Mai wants to buy a pair of yellow trousers. She asks for the price of the trousers, using How much are these trousers? The sales assistant answers They're 99,000 dong.)
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.

2. Point and say.

- Tell pupils that they are going to ask and answer questions about the prices of the clothes with *How much are the ...? They're ...* Check understanding of the activity.
- Teach the words *jeans, shoes, trousers* and *sandals*. Give explanations of the plural forms of these nouns, using the Language notes below. Have pupils repeat each word and price twice.
- Do an example with a pupil using Picture a. Then get pupils to work in pairs before inviting one or two pairs to act out the exchanges.

Language notes:

- *Trousers* and *jeans* are always in the plural form. They can be used with or without *a pair* of (e.g. *trousers/a pair of trousers)*.
- Shoes and sandals can be used in the plural or singular form, depending on the meaning.
- When *a pair of* + (noun) is the subject of a sentence, it is followed by a singular verb.

3. Let's talk.

- Introduce the activity and check comprehension. Then spend a few seconds revising the use of *that* and *those* and the nouns that follow them (e.g. *that skirt, those skirts*). Draw pupils' attention to the plural forms of the nouns and verbs in *those* sentences.
- Get pupils to work in pairs to ask and answer questions about clothes. They may take turns to play the role of a customer and a sales assistant and point at other classmates' clothes and ask and answer about the prices.
- Call a few pairs to act out their exchanges.





Warm-up: Spend a few minutes revising the previous lesson. Ask one or two pairs to the front of the class to ask and answer questions about the prices of clothes.

4. Listen and write the prices.

- Tell pupils that they are going to listen to four dialogues about clothes and write the prices.
- Give a few seconds for them to look at the pictures and identify the clothing items (*sandals, jeans, shoes* and *trousers*).
- Play the recording three times. Ask pupils to listen to the recording and write the prices.
- Get them to swap their answers before you check as a class.
- When the listening activity is over, have four pupils tell the class the prices of the four clothing items (e.g. *Look at this picture. The sandals are 90,000 dong.*)

Key: a 90,000 do	ong b 73,000 dong	c 80,000 dong	d 95,000 dong
Audio script			
1. Mai:	Look. These sandals are very	y nice.	
Ноа:	Yes, they are. Let's check the	eir prices.	
Mai:	Excuse me. How much are t	hese sandals?	
Sales assistant:	They're 90,000 dong.		
2. Nam:	Excuse me. Can I have a lool	k at that pair of jeans o	over there?
Sales assistant:	Sure. Here you are.		
Nam:	Thanks. How much are they	?	
Sales assistant:	They're 73,000 dong.		
3. Mai:	These shoes are very nice.		
Nam:	Yes, they are.		
Mai:	Excuse me. How much are t	hey?	
Sales assistant:	They're 80,000 dong.		
4. Nam:	Do you like these trousers?		
Quan:	Yes. They are very nice. Let's	ask for their prices.	
Nam:	OK. Excuse me. How much a	are these trousers?	
Sales assistant:	They're 95,000 dong.		

5. Look and write.

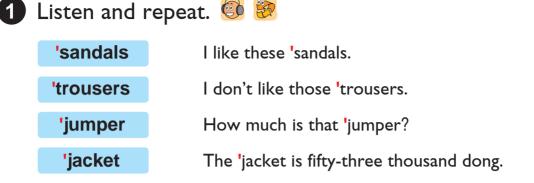
- Tell pupils that they are going to look at the pictures and write the name of each clothing item and its price.
- Give them a few seconds to look at the pictures and read the text.
- Set a time limit for the task. Remind pupils to write the words for the prices.
- Check answers as a class and call one or two pupils to read aloud the completed text.
 - Key: 2 brown sandals, seventy-two thousand dong
 - 3 The pair of blue jeans is eighty-eight thousand dong
 - 4 The pair of black and white shoes is eighty thousand dong

6. Let's sing.

- Tell pupils that they are going to sing the song *Buying clothes*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them look at the pictures and read the lyrics. Then check their comprehension.
- Play the recording for pupils to do choral and individual repetition. Then divide the class into two halves, one half singing the first four lines and the other half singing the last four lines.







2 Look at the sentences and the stress marks ('). Then listen and say the sentences aloud. 60 60 60 60

- 1. How much is this 'jacket?
- 2. The yellow 'jumper is very nice.
- 3. How much are these brown 'trousers?
- 4. The 'sandals are one hundred thousand dong.

3 Let's chant. 🔆

How much is/are ...?

How much is this cap? It's 30,000 dong.
How much is this blouse? It's 20,000 dong.
How much is this jumper? It's 50,000 dong.
How much is this jacket? It's 75,000 dong.
How much are these jeans? They're 99,000 dong.
How much are these shoes? They're 90,000 dong.
How much are these sandals? They're 40,000 dong.
How much are these trousers? They're 65,000 dong.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *Buying clothes,* one half singing the questions and the other half singing the answers.

Listen and repeat.

- Tell pupils that they are going to pronounce the following words: 'sandals, 'trousers, 'jumper and 'jacket.
- Explain to pupils what word stress is, in Vietnamese, if necessary. (Word stress is the emphasis that you put on a syllable by saying it more loudly.) Tell them that we use the stress mark (') to indicate word stress.
- Write 'sandals, 'trousers, 'jumper and 'jacket with the stress marks on the board. Play the recording and have pupils repeat these words, using a louder voice for the first syllables. To reinforce learning, ask pupils to clap at the stressed syllables as they say the words.
- Play the recording of the sentences and have pupils repeat them, paying attention to the target words and stress. Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.

2. Look at the sentences and the stress marks ('). Then listen and say the sentences aloud.

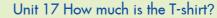
- Tell pupils that they are going to look at the sentences, listen to the recording and repeat the sentences.
- Play the recording twice for pupils to repeat after. Ask them to pay attention to the underlined words and clap at the stressed syllables.
- Invite a few pupils to read aloud the sentences, while the rest of the class clap at the stressed syllables. Correct their pronunciation, if necessary.

Audio script

- 1. How much is this jacket?
- 2. The yellow jumper is very nice.
- 3. How much are these brown trousers?
- 4. The sandals are one hundred thousand dong.

3. Let's chant.

- Tell pupils that they are going to say the chant *How much is/are* ...? Follow the procedure in *Teaching the unit components* in *Introduction*.
- Ask them to draw lines matching the names of the clothes in the chant with the correct pictures. Then get them to repeat each line twice.
- Play the recording a few times for pupils to do choral and individual repetition.
- Divide the class into two halves: one half says the questions and the other half says the answers. The two halves swap their roles after the first round.
- If time allows, ask pupils to point at each clothing item and ask and answer in pairs about the price.





4 Read and complete. 🤓 🗾

My name is Mai. I am a primary pupil. On hot days at school, I wear a blouse, a short skirt, a red scarf and a pair of sandals. On cold days, I wear a jacket over a jumper, a long skirt, a red scarf and a pair of socks and shoes. At home, I wear different things. On hot days, I wear a blouse, a pair of shorts and a pair of slippers. On cold days, I wear a jumper, a pair of trousers and a pair of socks and slippers.

	At school	At home	
On hot days	a blouse,		
On cold days	a jacket,		



5 Draw three clothing items and write their prices. 🦻

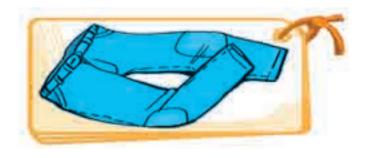
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6 Project 🗳

Make four flashcards of clothes. Draw a picture of a clothing item on one side of the card and write the word for it on the other side. Then practise with your partners.



Warm-up: Spend a few minutes revising the previous lesson. Have the class pronounce two-syllable words with the stress on the first syllable. Remind them to use a louder voice for the first syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *sandals, trousers, jumper, jacket, yellow, orange, hundred, thousand*.

4. Read and complete.

- Spend a few minutes having pupils play the game Bang!
- Write these words on separate pieces of paper: a blouse, a short skirt, a red scarf, a pair of sandals, a jacket, a jumper, a long skirt, a pair of socks, a pair of shoes, a pair of trousers and a pair of slippers. Fold them in half and put them in a box. Add a few pieces that say BANG! Pupils take turns picking pieces of paper. If they read the words aloud correctly, they will get to keep the paper. If they draw a BANG! card, they will yell BANG! and then return all their cards (except the BANG! card) to the box. The pupil who has the most cards at the end of the game is the winner.
- Introduce the task. Set a time limit for pupils to read the text and complete the table. Circulate to monitor and offer help, if necessary.
- Get pupils to swap and correct their answers before checking as a class.

Key:

	At school	At home
On hot days	a blouse, a short skirt, a red scarf and a pair of sandals	a blouse, a pair of shorts and a pair of slippers
On cold days	a jacket over a jumper, a long skirt, a red scarf and a pair of socks and shoes	a jumper, a pair of trousers, a pair of socks and slippers

5. Draw three clothing items and write their prices.

- Introduce the activity by saying Now it's time for you to draw your three favourite clothing items and write their prices.
- Draw a few sketches of clothes on the board as examples.
- Set a time limit for them to do the task in silence. When time is up, get two or three pupils to show their drawings and read aloud their writing.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to make four flashcards of clothes.
- Give each pupil four cards, and also some crayons and colour pencils for drawing. They should draw a clothing item on one side of each card and write the word for it on the other side. Then they should show the flashcards to the class and talk about them. Check understanding.
- If there is not enough time, ask pupils to do the task as homework. Tell pupils that you will invite a few of them to give a presentation of their work in the next class.

Key: *Pupils' own answers*



Unit 18 What's your phone number?



Work in pairs. Ask your partners' phone numbers. 😤



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Phone numbers* and *Outdoor activities*.
- ask and answer questions about phone numbers, using What's ...'s phone number? It's ...
- accept and decline an invitation, using Would you like to ...? I'd love to./Sorry, I can't.
- pronounce two-syllable words with the stress on the second syllable: *re'peat, en'joy, in'vite* and *com'plete*.

Warm-up: Prepare pupils for this unit by revising numbers from zero to nine. Write the numbers randomly on the board. Point at each of them and have pupils say the number. Point at a quicker pace to make it more challenging.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which the characters ask and answer questions about phone numbers, using *What's ...'s phone number? It's ...*
- Have pupils look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they? What are they talking about?* (Nam and Linda are at school. In Pictures a, b and c, they are talking about Linda's new mobile phone. In Picture d, Nam asks Linda for her phone number, using *What's your phone number*? and Linda answers *It's 0912 158 657*.) Check comprehension.
- Play the recording so they can listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

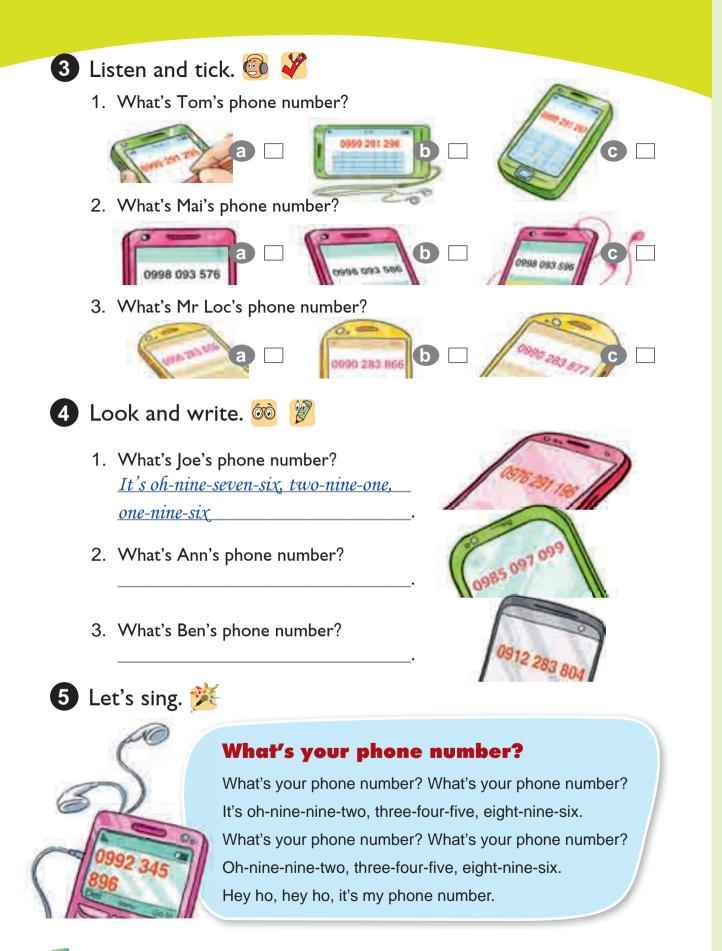
- Tell pupils that they are going to practise asking and answering questions about phone numbers, using *What's ...'s phone number? It's ...*
- Have them look at the phone numbers in the pictures and the names under them. Point to Picture a and have them say the phone number. Do choral and individual repetition. Then tell the class to work in pairs and practise asking and answering questions about phone numbers, using the text in the bubbles and the picture cues.
- Call a few pairs to act out the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

Language note: We usually say a phone number in single digits: *one-one-five (115)*. When 0 is in a phone number, it is pronounced **oh** (e.g. 0904 355 600 = oh-nine-oh-four, three-five-five, six-oh-oh).

Work in pairs. Ask your partners' phone numbers.

- Tell pupils that they are going to ask their partners' phone numbers in pairs, using *What's* ...'s phone number? It's ...
- Ask pupils to write their own phone number on a piece of paper.
- Have them work in pairs, one asking and the other giving the answer.
- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.





Warm-up: Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What's ...'s phone number?*

3. Listen and tick.

- Tell the class that they are going to listen to three dialogues about phone numbers and tick the correct pictures.
- Have pupils look at the pictures to identify that each picture shows one phone number. Ask them how these phone numbers are said in English. Have them point to each of the pictures and say aloud the phone number in English.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the phone numbers.
- Get pupils to swap their answers before you check as a class.

Key: 1 b 2 c	3 a
----------------------------	-----

Audio script		
1. Mai:	What's your phone number, Tom?	
Tom:	lt's oh-nine-nine-nine, two-nine-one, two-nine-six.	
Mai:	Can you say it again?	
Tom:	Oh-nine-nine, two-nine-one, two-nine-six.	
Mai:	Thank you.	
2. Nam:	What's your phone number, Mai?	
Mai:	Oh-nine-nine-eight, oh-nine-three, five-nine-six.	
Nam:	Oh-nine-nine-eight, oh-nine-three, er?	
Mai:	five-nine-six.	
Nam:	Thanks, Mai.	
3. Mary:	Do you have Mr Loc's phone number, Quan?	
Quan:	Just a minute It's oh-nine-nine-oh, two-eight-three, eight-five-five.	
Mary:	Oh-nine-nine-oh, two-eight-three, eight-five-five, right?	
Quan:	That's right.	
Mary:	Thank you very much.	

4. Look and write.

- Tell pupils that they are going to write phone numbers.
- Have them look at the pictures to identify the phone numbers. Ask them how these phone numbers are said in English.
- Give pupils time to do the task independently. Remind them to write the words for the numbers.
- Get them to swap their answers before checking as a class.
 - **Key:** 2 It's oh-nine-eight-five, oh-nine-seven, oh-nine-nine.
 - **3** It's oh-nine-one-two, two-eight-three, eight-oh-four.

5. Let's sing.

- Tell pupils that they are going to sing the song *What's your phone number?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a pair to the front of the class. Each of them sings one line of the song. Then the class sings the song together and claps hands.







Warm-up: Ask some pupils to go to the front of the class to sing the song *What's your phone number*? The rest of the class sing along and clap hands.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which the characters accept and decline an invitation, using *Would you like to ...? I'd love to./Sorry, I can't.*
- Have pupils look at the three pictures to understand how the language is used. Ask questions such as *Who are they? Where are they?* and *What are they saying?* (In Picture a, Peter is calling Mai from his home, asking *May I speak to Mai, please?* and Mai replies *Speaking. Who is it?* Then Peter asks *Would you like to go for a picnic?* and Mai answers *Yes, I'd love to.*) Check comprehension.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again so they can listen and repeat.

Language note: I'd love to is the contracted form of I would love to.

2. Point and say.

- Tell pupils that they are going to practise making and accepting/declining an invitation, using *Would you like to ...? I'd love to.* or *Sorry, I can't.*
- Have them look at the pictures to understand the collocations *go for a walk, go for a picnic, go fishing* and *go skating*. Point to Picture a and have them repeat the words under it. Do choral and individual repetition. Then tell the class to practise making an invitation and accepting or declining it in pairs.
- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then practise in pairs.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind them of the questions *May I speak to ...? Would you like to ...? What's your phone number?* and how to respond to these questions.
- Ask them to work in pairs: one pupil asks the questions and the other gives the answers. Remind them to use facts about themselves. Go around offering help. Correct pronunciation, if necessary.
- Call on a few pairs to act out the dialogue in front of the class.



- 1. Mai wants to go for a _____.
- 2. Phong wants to go _____.
- 3. Linda's phone number is _____. a. 0999 291 196 b. 0999 291 195
- 4. Nam's phone number is _____. a. 0438 456 339 b. 0463 393 845
- 5 Look and write. 应 🦻



- 1. A: Would you like _____
 - B: Sorry, I can't.



A: What's _____
 B: It's 0985 097 099.

b. walk

b. skating

- 2. A: ______?
 - B: I'd love to.

a. picnic

a. fishing



- 4. A: Hello. _____ Amy, please?
 - B: Speaking.



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?



Warm up: Spend a few minutes revising the previous lesson. Invite some pairs of pupils to go to the front of the class, asking and answering the questions *May I speak to ...? Would you like to ...?*

4. Listen and circle.

- Tell the class that they are going to listen to four dialogues and circle the correct words or phone numbers to complete the sentences.
- Give pupils a few seconds to read the incomplete sentences in silence and guess the answers to fill the gaps.
- Play the recording more than once, if necessary, for pupils to listen and circle the answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 a 2 b 3 a 4 b

itey. It						
Audio so	Audio script					
1. Tom:	Would you like to go skating this Sunday, Mai?	2. Tom	a: Would you like to go fishing tomorrow, Phong?			
Mai:	Sorry, I can't. I can't skate.	Pho	ong: Sorry, but I don't like fishing.			
Tom:	What about going for a picnic?	Ton				
	Yes. I'd love to.	Pho	ong: I'd love to.			
3. Tom: Linda:	You have a new mobile phone. Yes.	4. Mai	: What's your phone number, Nam?			
Tom:	It looks very nice. What's your	Nar	n: It's 0463 393 845.			
	phone number?	Mai	i: Can you say it again?			
Linda:	lt's 0999 291 196.	Nar	n: 0463 393 845.			
Tom:	0999 291 196?	Mai	i: Thank you.			
Linda:	That's right.		·			

5. Look and write.

- Tell pupils that they are going to write questions, using the given answers and the picture cues.
- Have them read the answers and the incomplete questions. Then ask them to look at the picture above each question and guess the words to complete the questions.
- Set a time limit for pupils to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
 - **Key:** 1 to go swimming
- 2 Would you like to go for a picnic
- 3 your phone number
- 4 May I speak to

Let's play.

- Tell pupils that they are going to play the game *Find the phone numbers*.
- Prepare 30 small pieces of paper. On each of them, write a number from 0 to 9 so that there are in total three instances of each number. Put the pieces of paper in a box. Ask two pairs of pupils to come out and stand next to the box. Say a phone number. The pair that is quicker to find the correct numbers from the box and put them in the correct order gets a point and continues to play the game with another pair. The pair that gets the most points at the end of the game is the winner.







2 Listen and circle. Then say the sentences aloud. 🙆 🧝 🥯

- 1. I _____ my English lesson.
 - a. enjoy b. invite
- 2. I want to _____ some friends to my party.a. begin b. invite
- They _____ playing badminton.
 a. repeat b. enjoy
- 4. Now ______ the sentence with these words.a. complete b. repeat

3 Let's chant. 🞇

I'd like to invite you to my party

I'd like to invite you to my party. Can you repeat that, please? I'd like to invite you to my party. Oh lovely, I'd like that, yes please! I enjoy having parties With my friends and you and me. I enjoy sitting in the sun. And I enjoy being by the sea.







Warm-up: Spend a few minutes revising the previous lesson. Have pupils play the game *Say the phone numbers* again.

1. Listen and repeat.

- Tell pupils that they are going to practise pronouncing the following words: *re'peat, en'joy, in'vite* and *com'plete*.
- First, put the words *re'peat, en'joy, in'vite* and *com'plete* on the board, with the stress marks. Play the recording and ask pupils to repeat the words a few times. Then put the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the sentences, paying attention to the target words and stress.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.

2. Listen and circle. Then say the sentences aloud.

- Tell pupils that they are going to listen to the recording and circle the correct answers.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the answers. Go around offering help, if necessary.
- Have them swap their answers before checking as a class. Then ask them to read aloud the answers.

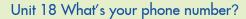
Key: 1a **2**b **3**b **4**a

Audio script

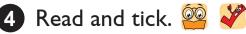
- **1.** I enjoy my English lesson.
- 2. I want to invite some friends to my party.
- **3.** They enjoy playing badminton.
- **4.** Now complete the sentence with these words.

3. Let's chant.

- Tell pupils that they are going to say the chant *I'd like to invite you to my party*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups to give a demonstration.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.







At weekends, Tom often goes for a picnic with his family in the countryside. He wants to relax and enjoy the scenery. He likes playing sports and games, and he enjoys taking photographs with his mobile phone. He also likes cooking lunch for his family.



- 1. Tom often has picnics with his friends at the weekend.
- 2. He wants to relax and enjoy the scenery in the countryside.
- 3. He dislikes playing sports and games.
- 4. He likes taking photographs with his mobile phone.
- 5. He loves cooking for his mother and father.



5 Let's write. 🗭

On Sundays, I often	_•
want to	
like	
enjoy	
love	





Ask four classmates for their phone numbers. Then tell the class about them.

	Name	Phone number
1		
2		
3		
4		



Warm-up: Spend a few minutes revising the previous lesson. Have the class pronounce two-syllable words with the stress on the second syllable. Remind them to use a louder voice for the second syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *repeat, enjoy, invite, complete, about, because, today.*

4. Read and tick.

- Tell the class that they are going to read the text about Tom's picnic with his family, decide whether the five statements are true or false and tick the correct answers.
- You may get pupils to read the sentences under the text and guess which sentence is true and which one is false.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.
- If time allows, ask them more questions about the text (e.g. *Where does Tom have picnics with his family? What does Tom like doing?*)

Key:1 False2 True3 False4 True5 True

5. Let's write.

- Tell pupils that they are going to complete a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they are going to write in the gaps of the sentences. Focus them on where they usually go on Sundays and what they want to do there.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
 - **Key:** *Pupils' own answers*

6. Project

- Tell pupils that they are going to ask four classmates for their phone numbers, and then report the results to the class.
- Give each pupil a card and ask them to copy the table from the Pupil's Book on their cards.
- Give pupils time to ask their classmates for their phone numbers and write them down.
- Have pupils look at the table and tell the class their classmates' phone numbers. You may ask them to assume that they are reading from a phone book.

Example:

	Name	Phone number
1	Van Thang	0946 608 382
2	Thu Trang	0982 074 511
3	Ngoc Quang	0985 097 099
4	Thu Ha	0912 283 804

Good afternoon, class. In my phone book, there are four numbers. Thang's phone number is 0946 608 382. Trang's phone number is 0982 074 511. Quang's phone number is 0985 097 099. And Ha's phone number is 0912 283 804. Thank you for listening.

Key: Pupils' own answers



Unit 19 What animal do you want to see?

Lesson 1



Work in pairs. Ask your partners what animal they want to see at the zoo.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic Zoo animals.
- ask and answer questions about someone's desire, using *What animal do you want to see? I want to see ...*
- express reasons, using I like ... because .../I don't like ... because ...
- pronounce three-syllable words with the stress on the first syllable: 'crocodile, 'elephant, 'beautiful, 'wonderful.

Warm-up: Prepare pupils for this unit by asking them to say the names of five animals they know in English. Then ask them if those animals can be found at the zoo.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Mai and Nam visit the zoo.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In Picture a, Mai and Nam are standing in the street and they want to go to the zoo. In Picture b, Nam asks Mai *What animal do you want to see?* and Mai answers *I want to see monkeys*. In Picture c, they decide to see the monkeys. In Picture d, the monkey is reaching outside the bars of the cage and Nam is a little afraid.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.
- If time allows, ask pupils to role-play the story in pairs.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what animal someone wants to see, using *What animal do you want to see*? *I want to see* ...
- Have them look at the bubbles to understand how to use the language. Ask them to look at the four pictures to identify the zoo animals. Teach the names *kangaroo(s), crocodile(s), tiger(s)* and *elephant(s)*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under each picture. (Teacher: *What animal do you want to see*? Pupil: *I want to see kangaroos*.) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs, using the prompts in the bubbles and the words under the pictures.
- Select some pairs to role-play the dialogue in front of the class.

Work in pairs. Ask your partners what animal they want to see at the zoo.

- Tell pupils that they are going to practise asking and answering questions about what animal someone wants to see.
- Ask them to work in pairs: one pupil asks the question and the other gives the answer. Teach pupils more words for zoo animals, if necessary (e.g. *giraffes, pandas, hippos*).
- Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play the dialogue in front of the class.





Charades





Warm-up: Spend a few minutes revising the previous lesson by asking a few pairs of pupils to ask and answer what animal they want to see at the zoo, using *What animal do you want to see*? and the answer *I want to see* ...

3. Listen and match.

- Tell the class that they are going to listen to three dialogues about what animals Tony, Tom and Linda want to see and match each character to the correct picture.
- Ask pupils to look at the pictures to identify the characters (1. Tony. 2. Tom. 3. Linda) and the zoo animals (a. Crocodiles. b. Tigers. c. Monkeys.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and match the pictures.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

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

Audio sc	Audio script					
1. Tony:	I like coming to the zoo! 2	. Tom:	Mum, I want to go to the zoo.			
Mai:	What animal do you want to	Mum:	Why do you want to go there?			
	see, Tony?	Tom:	Because I want to see crocodiles.			
Tony:	I want to see monkeys.	Mum:	But it's raining now. Let's go there later.			
Mai:	OK. Let's go there.	Tom:	Yes, Mum.			
3. Father:	Let's go to the bookshop, Linda.	,				
Linda:	No, Daddy. I want to go to the zo	00.				
Father:	Why?					
Linda:	Because I want to see tigers.					

4. Look and write.

- Tell pupils that they are going to write what the children want to see, using the picture cues.
- Ask them to look at the four pictures to identify what animal the children want to see in each picture. (1. Crocodiles. 2. Monkeys. 3. Kangaroos. 4. Tigers.) Then ask them to read the questions. Draw their attention to the different pronouns *he, she* and *they* in the questions. After that, have them write the answers in complete sentences. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read the answers aloud.
 - **Key:** 1 He wants to see crocodiles 2 She wants to see monkeys.
 - **3** They want to see kangaroos. **4** They want to see tigers.

5. Let's play.

- Tell pupils that they are going to play the game *Charades*. Follow the procedure in *Games* in *Introduction*.
- Show a pupil the name of a zoo animal. That pupil must act out the animal for the rest of the class to guess. The quickest pupil to say the name of the animal gets a point. Then select another pupil to mime another animal. The pupil who gets the most points at the end of the game is the winner.
- Monitor the activity and offer help, if necessary.







I don't like ______ because ______.

Warm-up: Spend a few minutes revising the previous lesson by playing *Charades* with the words for zoo animals.

1. Look, listen and repeat.

- Tell the class that they are going to read a conversation in which Linda and Nam ask and answer questions about zoo animals.
- Ask pupils to look at the pictures to identify the context in which the language is used. Ask them questions such as Who are they? Where are they? What are they doing? (Linda and Nam are at the zoo. They are looking at different animals. In Picture a, Linda asks Nam What animal do you like? and Nam says I like monkeys. In Picture b, he explains why he likes monkeys, using Because they're funny. In Picture c, Nam says that he does not like tigers. In Picture d, he explains why he does not like tigers, using Because they are scary.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise expressing reasons why they like/do not like some animals, using *I like/don't like ... because ...*
- Have them look at the bubbles to identify the language used to express reasons. Teach the adjectives under the pictures: *scary, big, beautiful* and *fast*.
- Point to the first picture and model the task with a pupil, using the sentences in the bubbles and the words under the first picture. (Teacher: *I don't like tigers because they're scary*.) Ask pupils to repeat the sentence chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs to express reasons why they like or do not like the animals, using the prompts in the bubbles and the words under the pictures.
- Select some pupils to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2, using facts about themselves.
- Model the task with one pupil. (e.g. Teacher: *What animal do you want to see? Pupil: I want to see zebras. I like zebras because they're beautiful. I don't like crocodiles because they're scary.*) Put the sentences on the board and do choral and individual repetition.
- Ask them to work in pairs, one pupil asking the questions and the other giving the answers. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class.





4 Listen and write. 🙆 😰

- 1. Linda does not like elephants because they are _____.
- 2. Peter likes kangaroos because they are _____.
- 3. Mai likes monkeys because they are _____.
- 4. Nam does not like tigers because they are _____.

5 Look and write. 应 🦉



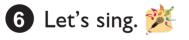
1. Nam likes

because

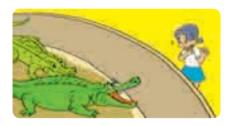


3. Linda and Peter like _____

because .







2. Mai does not like

because



4. Phong and Tony like _____ because .

Why or why not?

Do you like monkeys? Yes, I do. Why do you like them? Because they're funny. Do you like crocodiles?

No, I don't. Why don't you like them? Because they're scary!





Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to explain why they like and do not like some animals.

4. Listen and write.

- Tell the class that they are going to listen to four dialogues and complete the sentences about Linda, Peter, Mai and Nam.
- Ask pupils to look at the four incomplete sentences and guess the possible reasons.
- Play the recording three times for pupils to listen, complete the sentences and check their answers.
- Get pupils to swap their answers before you check as a class.

Key:	1 big	2 fast	<mark>3</mark> funny	4 scary	/
Audio sc	ript				
1. Tom:	Look, it's	an elephan	t. Do you	2. Peter	: I want to see kangaroos.
	like eleph	iants, Linda	?	Mum	: Why do you like kangaroos, Peter?
Linda:	No.			Peter	: Because they are fast.
Tom:	Why not?			Mum	: Yes. They are fast!
Linda:	Because t	hey are big	l .		
3. Tony:	What are	you doing,	Mai?	4. Phon	g: I want to see tigers.
Mai:	I'm drawi	ng a monke	ey.	Nam	: I don't like tigers.
Tony:	Do you lil	ke monkeys	;?	Phon	g: Why not, Nam?
Mai:	Yes, I do.			Nam	: Because they are scary.
Tony:	Why?			Phon	g: Scary?
Mai:	Because t	hey are fun	iny.	Nam	: Yes. Very scary!

5. Look and write.

- Tell pupils that they are going to complete the sentences about animals, using the picture cues.
- Ask them to look at the four pictures to identify the zoo animals and the possible adjectives to express the reasons. (1. Zebras/beautiful. 2. Crocodiles/scary. 3. Bears/big. 4. Kangaroos/fast.) Then ask them to read the sentences and complete them. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read the sentences aloud.
 - **Key:** 1 zebras, they are beautiful
- 2 crocodiles, they are scary

3 bears, they are big

4 kangaroos, they are fast

6. Let's sing.

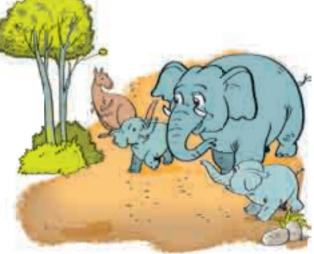
- Tell pupils that they are going to sing the song *Why or why not?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- Play the recording again and get pupils to sing along.
- Divide the class into two groups: one sings the questions and the other sings the answers.





1	Listen and re	peat. 🔨 👸					
	'crocodile	l want to see 'crocodiles.					
	'elephant	'Elephants ar	'Elephants are enormous.				
	'wonderful	The weather	's 'wonderful.				
	'beautiful	Some zoo ar	nimals are ' beautiful.				
2	Listen and cir	cle. Then say th	e sentences aloud. 🔞 朡 🥯				
	 I want to go tail a. animals 	to the zoo because l	want to see b. elephants				
	 My brother d a. elephants 	loes not like	because they are scary. b. crocodiles				
	 The monkeys a. beautiful 	s are	b. wonderful				
	 Some zoo an a. beautiful 	imals are	 b. wonderful				
3	Let's chant. 🏅	A Contraction of the second se					
	l want to go	to the zoo 🌍					
	I want to go to the	zoo.	Wir Cast				

I want to go to the zoo. Why? Because I want to see the animals. I like kangaroos. Why? Because they're beautiful. I like elephants. Why? Because they're wonderful.



Tiếng Anh 4 – Tập 2

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Why or why not*? Have the class listen and clap their hands.

1. Listen and repeat.

- Tell the class that they are going to practise saying these words: 'crocodile, 'elephant, 'wonderful and 'beautiful.
- First, put the words 'crocodile, 'elephant, 'wonderful and 'beautiful on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording a few times and let pupils say the sentences, paying attention to the stress of the words.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.
- If time allows, ask them to make sentences with the words and say them aloud.

2. Listen and circle. Then say the sentences aloud.

- Tell pupils that they are going to listen to four sentences and circle the correct words.
- Ask them to look at the sentences and guess the words to fill the gaps.
- Play the recording for pupils to listen and circle the answers.
- Play the recording again so they can check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to say the sentences aloud.

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

Audio script

- 1. I want to go to the zoo because I want to see elephants.
- 2. My brother does not like crocodiles because they are scary.
- **3.** The monkeys are beautiful.
- 4. Some zoo animals are wonderful.

3. Let's chant.

- Tell pupils that they are going to say the chant *I want to go to the zoo*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show them how to chant and do actions. Divide the class into three groups, each group singing one verse of the chant.
- Call three pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.





4) Read and complete. थ 🙎

10

The weather is wonderful today. Mai and Nam are visiting Thu Le Zoo. There are a lot of animals and some of them are very beautiful. Some are friendly but some are scary. Mai does not like the elephants because they are big and perhaps dangerous. Nam likes the monkeys because they are funny.

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Nam and Mai are at the zoo. There are many (1)

there. Some animals are (2) ______. Mai does not like

the elephants because they are (3) ______. Nam likes the

(4) ______ because they are (5) ______.



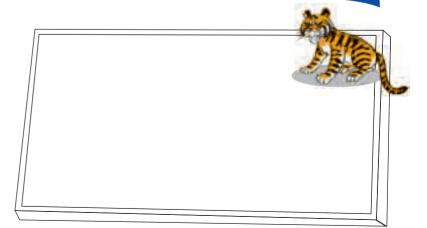


- Why do you want to go to the zoo?
- What animal(s) do you like? And why?
- What animal(s) don't you like? And why not?

I want to go to the zoo because



Draw and colour your favourite zoo animal(s). Then show it/them to the class and say why you like it/them.





Warm-up: Spend a few minutes revising the previous lesson. Have pupils pronounce three-syllable words with the stress on the first syllable. Remind them to use a louder voice for the first syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *crocodile, elephant, wonderful, beautiful, animal, bakery, hospital, library, cinema*.

4. Read and complete.

- Tell the class that they are going to read the email about Mai and Nam's visit to the zoo and complete the paragraph. Explain the meaning of the new words *perhaps* and *dangerous*.
- Tell pupils to read the incomplete paragraph first. Then let them read the email and focus on the information needed to fill the gaps (what can be found at the zoo, description of the animals, and the reason for liking and disliking the animals). If necessary, get pupils to work in pairs or groups.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.

Key:	1 animals	2 beautiful/friendly/scary	3 big/dangerous
	4 monkeys	5 funny	

5. Let's write.

- Tell pupils that they are going to write a short paragraph about why they want to go to the zoo, what animal(s) they like and do not like, and the reasons. Remind them to use the guided questions and the words in the box.
- Have them work in pairs or groups to discuss what they are going to write. Then give them enough time to do the task independently.
- Get pupils to swap their answers. If there is time, ask one pupil to write the answer on the board.

Key: Pupils' own answers

6. Project.

- Tell pupils that they are going to draw and colour their favourite animal(s), and tell the class why they like it/them.
- Give them enough time to do the drawing. Go around offering help, if necessary. If there is not enough time, you may ask pupils to do the task as homework.
- Ask pupils to work in pairs or groups to brainstorm possible sentences to describe their favourite animal(s).
- Call some of them to the front of the class to talk about their favourite animal(s). Monitor the activity and offer help, if necessary.

Key: *Pupils' own answers*



Unit 20 What are you going to do this summer?



Work in pairs. Ask your partners where they are going this summer.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic Future plans.
- ask and answer questions about where someone plans to go, using *Where are you going this summer? I'm going to ...*
- ask and answer questions about what someone plans to do, using *What are you going to do? I'm going to ...*
- pronounce three-syllable words with the stress on the second syllable: *de'licious, e'normous, No'vember* and *De'cember*.

Warm-up: Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to say the chant *I want to go to the zoo*, while the class claps hands or does actions.

1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about where someone plans to go.
- Ask pupils to look at the four pictures and answer questions such as Who are they? What are they talking about? (In Picture a, Tom, Phong and Mai are talking about the summer holidays. In Picture b, Tom asks Phong Where are you going this summer? and Phong answers I'm going to Ha Long Bay. In Pictures c and d, Mai and Tom tell their plans, using I'm going to Phu Quoc and I'm going to stay at home.)
- Play the recording more than once, if necessary, for pupils to listen and repeat.

Language notes:

- We're going to Ha Long Bay. = We're going to go to Ha Long Bay.
- *Be going to* + verb is used to show a future plan.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where someone plans to go.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the four pictures to identify the four places in Viet Nam.
- Point to the first picture and do the task with one pupil as a model, using the suggested question, the answer in the bubbles and the word under the picture. (Teacher: *Where are you going this summer?* Pupil: *I'm going to Phu Quoc.*) Ask the class to say the question and the answer chorally. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs, using the prompts in the bubbles and the words under the pictures. Monitor the activity and offer help, if necessary.

Work in pairs. Ask your partners where they are going this summer.

- Tell pupils that they are going to practise using Where are you going this summer? I'm going to ...
- First, ask them to suggest some places to go in summer and write them on the board. Then have them work in pairs: one pupil asks the question and the other gives the answer.
- Select some pairs of pupils to role-play the dialogue in front of the class.







4) Look and write. 🚧 🦻

- 1. Where are you going this summer? l'm _____.
- 2. Where is he going next month? He's
- 3. Where are they going in December? They're _____











You are happy in summer holidays!

When are you going to have a holiday? In summer, in summer. Where are you going to stay? In Ha Long Bay, in Ha Long Bay. What are you going to eat? Nice food, delicious food. What are you going to do? I'm going to play in the sun.





Warm-up: Spend a few minutes revising the previous lesson. Get some pairs of pupils to the front of the class to practise *Where are you going this summer? I'm going to ...*

3. Listen and tick.

- Tell the class that they are going to listen to three conversations about the places the characters are going and tick the correct pictures.
- Have pupils look at the pictures to identify the three places in Viet Nam and say the names aloud.
- Play the recording three times for pupils to listen and tick the correct pictures. Tell them that they should focus on the places the characters are going to. Monitor the activity and offer help, if necessary.
- Get them to swap their answers before you check as a class.

Key: 1 (z <mark>2</mark> a	3 b					
Audio script							
1. Mai: Tony:		til the summer nmer. It's a grea		2.	Linda:	Not long until the summer holidays!	
Mai: Tony:		u going this su			Nam:	Yes, I love summer holidays.	
Mai:	5 5	Trang very mu	ch.		Linda:	Where are you going this summer, Nam?	
Linda: Phong: Linda:	Where are your of the second s	summer holid u going this su	mmer?			I'm going to Ha Long Bay. That's great.	
Fliolig.	Great fued: It		eie.				

4. Look and write.

- Tell pupils that they are going to write the answers to the questions about where they are going, using the picture cues.
- Give them a few seconds to look at the questions and answers and to identify the words they need to complete the answers. Then focus their attention on the pictures to identify the places.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, call some pairs to act out the dialogue.

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Key: 1 I'm going to Da Nang. 2 He's going to Hoi An. 3 They're going to Hue.
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5. Let's sing.

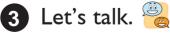
- Tell pupils that they are going to sing the song You are happy in summer holidays! Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- First, have them read each line of the lyrics aloud. Do choral and individual repetition and check comprehension. Then play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, divide the class into two halves and have one half sing the questions and the other half sing the answers.
- Have the class sing the song again and clap their hands or do actions to reinforce learning.











- Where are you going this summer?
- What are you going to do this summer?



Warm-up: Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to sing the song *You are happy in summer holidays!* The class may sing the song together and clap hands or do actions.

1. Look, listen and repeat.

- Tell the class that they are going to find out about how the characters ask and answer questions about future plans.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask questions such as *Who are they? Where are they? What are they doing?* (Linda is in Mai's room. In Picture a, Linda asks Mai what she is doing and Mai says she is preparing for her summer holidays. In Picture b, Linda asks Mai *Where are you going?* and Mai answers *I'm going to Phu Quoc*. In Picture c, Linda continues to ask *What are you going to do there?* and Mai answers *I'm going to swim in the sea*. In Picture d, Linda says she likes swimming too.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about future plans.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what the pupils are going to do in the future. Teach the phrases *stay in a hotel, eat seafood, build sandcastles* and *go on a boat cruise*.
- Point to the first picture and do the task with one pupil as a model. (Teacher: *What are you going to do?* Pupil: *I'm going to stay in a hotel.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs to role-play the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2, using facts about themselves.
- Ask them to work in pairs: one asks the questions and the other gives the answers, using their own future plans. You may remind them of possible phrases to use such as *play sports/games, eat delicious food, swim in the sea* and *fly a kite*.
- Select some pairs to role-play the dialogue in front of the class.



4 Listen, circle and write. 🚳 😕 🦻





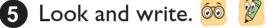
1. He's going to _____





3. He's going to _





.

What are they going to do?



1. Mai _____



3. Peter and Linda _____





2. He's going to stay in a ____



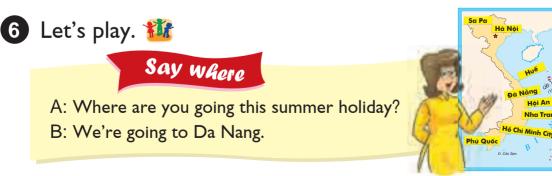
4. He's going to eat _____







4. Nam and Phong _____



Warm-up: Spend a few minutes revising the previous lesson by playing *Spot the odd one out*. Follow the procedure in *Games* in *Introduction*. You may use the names of the places and phrases of future plans that pupils have learnt in the previous lesson.

4. Listen, circle and write.

- Tell the class that they are going to listen to four conversations about Phong and circle the correct pictures.
- First, ask pupils to read the sentences to identify the possible words to fill the gaps. Then have them look at the pictures and guess what Phong is going to do in summer. Check understanding.
- Play the recording three times for pupils to listen and circle the pictures. Ask them to focus on what Phong is going to do in summer. Then have them complete the sentences.
- Get them to swap their answers before you check as a class.

Key: 1 a 2 b 3 a 4 a

Audio script

- **1.** *Linda:* Where are you going this summer, Phong? *Phong:* I'm going to Ha Long Bay. *Linda:* I like Ha Long Bay. It's beautiful. Phong: Lagree. **2.** *Linda:* Are you going to go with your parents? Phong: Yes, I am. *Linda:* Where are you going to stay? *Phong:* We're going to stay in a hotel by the sea. *Linda:* Sounds great. 3. *Linda:* What are you going to do in Phu Quoc? *Phong:* I'm going to swim in the sea in the morning. *Linda:* What about in the afternoon? *Phong:* I'm going to swim, too. I like swimming all day. 4. *Linda:* And what are you going to eat? Do you eat seafood? Phong: Yes. I'm going to eat lots of seafood. It's delicious.
 - *Linda:* Oh, this sounds nice to me.

5. Look and write.

- Tell pupils that they are going to write the answers to the question *What are they going to do?* using the picture cues.
- First, ask them to look at the incomplete sentences and identify the missing information they need to fill in. Then have them look at the pictures to identify what the pupils are going to do. After that, have them find appropriate phrases to complete the sentences.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
 - **Key:** 1 is going to Phu Quoc 3 are going to Sa Pa
- 2 is going to swim in the sea
- 4 are going to play football

6. Let's play.

- Tell pupils that they are going to play the game Say where.
- Put a large map of Viet Nam on the board and highlight some major cities/places. Divide the class into groups of four and ask three groups of pupils to stand in three lines facing the board. Ask *Where are you going this summer holiday?* The first pupil in Group 1 answers *We're going to* + (name of a place). The first pupils in the other two groups have to find the place on the map and point at it. The quicker pupil wins a point for the group. The groups take turns to answer the question and the pupils who have answered/pointed should go to the end of the queues. After all pupils have had a go, the group with the most points is the winner. Then ask another three groups to play the game. You may ask the winners to play a final.





1 Listen and repeat. 🧐 🐯



de'licious	Seafood is de'licious.
e'normous	The hotel by the sea is e'normous.
No'vember	He is going to visit Sa Pa in No'vember.
De'cember	Linda is going to London this De'cember.



2 Listen, circle and write. Then say aloud. 🙆 選 😰 🥯

1. Seafood is . a. delicious

b. expensive

- 2. We stay in an _____ hotel. a. expensive b. enormous
- 3. We are going to Ho Chi Minh City this _____ a. November b. December
- 4. Is your holiday in _____ ? a. September b. December



3 Let's chant. 💥

Where are you going?

Where are you going for a holiday? To Ha Long Bay. When are you going? In November. Where are you going to stay? In a hotel. What are you going to enjoy? Delicious seafood. What are you going to do then? Swim in the sea.





Warm-up: Spend a few minutes revising the previous lesson by calling three groups of four pupils to the front of the class to play the game *Say where*.

Listen and repeat.

- Tell the class that they are going to practise pronouncing the words *de'licious, e'normous, No'vember* and *De'cember*.
- First, have pupils look at the words *de'licious, e'normous, No'vember* and *De'cember* in their books. Play the recording and ask them to repeat each word a few times. Then ask them to look at the four sentences. Play the recording more than once, if necessary, and let pupils say the sentences, paying attention to the word stress.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct pronunciation, if necessary.

2. Listen, circle and write. Then say aloud.

- Tell pupils that they are going to listen to the recording and complete the sentences.
- Give them a few seconds to read the sentences in silence and guess the word to fill the gap of each sentence. You may ask pupils to say the words aloud.
- Have pupils listen to the recording and circle the appropriate words to complete the sentences. Play the recording more than once, if necessary. Then ask them to write the words in the blanks. Go around offering help, if necessary.
- Have them swap their answers before checking as a class.
- Ask pupils to read the sentences aloud. Check as a class or correct pronunciation, if necessary.

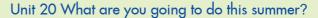
Key: 1b **2**b **3**a **4**a

Audio script

- **1.** Seafood is expensive.
- 2. We stay in an enormous hotel.
- 3. We are going to Ho Chi Minh City this November.
- 4. Is your holiday in September?

3. Let's chant.

- Tell pupils that they are going to say the chant *Where are you going?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups of pupils to give a demonstration, one group chants the questions and the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around and offer help, if necessary.
- Invite two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



1.50

In the morning, we are going to swim in the sea. In the afternoon, we are going to have a boat cruise around the bay. We are going to have delicious seafood in Tuan Chau in the evening. We are going to have a lot of fun there! 1. They are going to have a holiday in _____ 2. They are going to stay in _____ 3. In the morning, they are going to _____ 4. They are going to have ______ around the bay. 5. They are going to eat _____. 5 Write about the plan for your summer holidays. 熮 I'm going to _____ • Where are you going? • When are you going? • Who are you going with? Where are you going to stay? • What are you going to do? 6 Project 貕 Work in pairs. Ask your partners about their plans for the summer holidays. Then tell the class about them. Where are you going? When are you going? Who are you going with? Where are you going to stay? What are you going to do?

My parents and I are going to have a holiday in Ha Long Bay next Saturday. We are going

to stay in a nice hotel by the sea.



Warm-up: Spend a few minutes revising the previous lesson. Have pupils pronounce three-syllable words with the stress on the second syllable. Remind them to use a louder voice for the second syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *delicious, enormous, November, December, dictation, expensive, September, October*.

4. Read and complete.

- Tell the class that they are going to read the text about summer holidays and complete the sentences.
- Have pupils read the incomplete sentences under the text and guess what words they need to fill the gaps. Focus them on the future plans. Then ask them to read the text to find appropriate information to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers. If there is enough time, let some pairs ask and answer the questions.

Key:	1 Ha Long Bay	2 a nice hotel (by the sea)	3 swim (in the sea)
	4 a boat cruise	5 (delicious) seafood	

5. Write about the plan for your summer holidays.

- Tell pupils that they are going to write a short paragraph about the plan for their summer holidays. They may use Activity 4 to help them.
- Have them work in pairs or groups to discuss what they are going to write. Remind them to use the suggested questions in the Pupil's Book. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write their paragraph on the board.

Key: Pupils' own answers

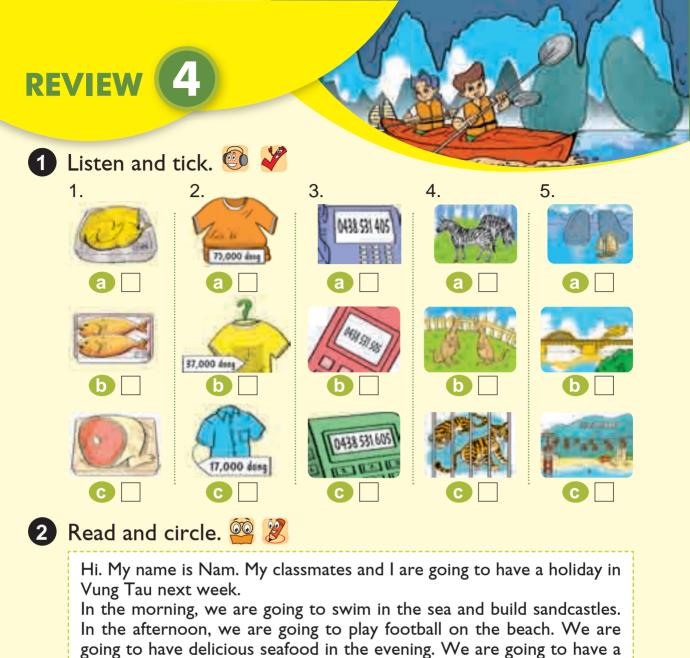
6. Project

- Tell pupils that they are going to work in pairs and ask their partners about their holiday plans, using the five given questions. They should make notes and then tell the class about their partners' plans.
- You may do an example with a pupil, asking him/her the questions and then reporting his/ her plans to the class.
- If there is not enough time, ask the pupils to do the interview after class and report the results in the next lesson.

Example:

Good morning, class. I'd like to tell you about Linh's plan for the summer holidays. She's going to Ha Long Bay in summer. She's going there with her family. She's going to stay in a hotel. She's going to swim at the beach and play volleyball with her sisters. Thank you for listening.

Key: *Pupils' own answers*



lot of fun there!

Nam and his classmates are going to have a holiday in ______
 a. Vung Tau
 b. Sam Son
 c. Nha Trang

- 2. In the morning, they are going to _____.
 - a. swim in the sea
 - b. build sandcastles
 - C. swim in the sea and build sandcastles
- 3. In the afternoon, they are going to play _____ on the beach.
 - a. football b. badminton C. volleyball
- 4. They are going to have ______ seafood in the evening. a. fresh b. enormous C. delicious



Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and the world around*.
- read and identify specific information related to the theme *Me and the world around*.
- complete a text, using picture cues.
- read, listen to and understand a short story.
- have a conversation with partners, using a script.

Listen and tick.

- Tell the class that they are going to listen to the dialogues and tick the correct pictures.
- Give them a few seconds to look at the pictures. Ask them to identify the similarities and differences among them.
- Play the recording three times: the first time for pupils to listen; the second time for them to do the task and the last time for them to check the answers. Pause after each time.
- Get pupils to swap and correct their answers before checking as a class.

Key: 1	o <mark>2</mark> a <mark>3</mark> c	4 a 5 c	
Audio script			
1. Tom:	Where are you going, Mai	i? 2. Phong:	Excuse me? Can I have a look
Mai:	To the supermarket.		at the orange T-shirt, please?
Tom:			: Here you are.
Mai:	My mum wants some fish	5	How much is it?
	dinner. Do you want to co with me?	ome Sales assistant	: It's 70,000 dong.
Tom:	Yes. Let's go.		
3. <i>A</i> :	What's your phone numb	er? 4. (Animal noises)
В:	lt's 0438 531 605.	Mum: OK, Pe	ter, what animal do
А:	Can you say it again?		
В:	0438 531 605.	Peter: I want	to see zebras.
А:	Thank you.		o you like zebras, Peter?
		Peter: Becau	se they're beautiful.
5. Nam:	Summer holidays start next week!		
Linda:	Yes, I love summer holidays. It's a great time.		
Nam:	Where are you going this summer, Linda?		
Linda:	I'm going to Nha Trang.		

2. Read and circle.

- Tell pupils that they are going to read the text and circle the correct words to complete the sentences.
- Give them a few seconds to read the questions and text in silence. Check understanding.
- Give pupils time to do the task independently.
- Get them to swap their answers before checking as a class.

Key: 1 a 2 c 3 a 4 c





3 Read and match. 🕮 🞽

- 1. Why do you want to go to the bookshop?
- 2. How much are the jeans?
- 3. What's your phone number?
- 4. What animal do you want to see?
- 5. What are you going to do?

4 Write the answers. 🦻



1. A: How much is the T-shirt?



3. A: What is your phone number?

.

B:

5 Look and write. 🔯 🦻



- a. lt's 0912 529 638.
- b. I want to see lions.
- C. I'm going to play football.
- d. Because I want to buy some books.
- e. They're 96,000 dong.



2. A: How much are the trousers?



4. A: What are they going to do next Sunday?

B:_____.



At weekends, Mai goes for a walk with her (1) ______ in the mountains. They want to relax and enjoy the scenery. The girls like playing (2) ______. The boys enjoy (3) ______ in the stream. Mai has a new mobile phone and she likes (4) _____ photos. The children love having (5) ______ together.

3. Read and match.

- Tell the class that they are going to read the questions on the left and pair them with the answers on the right by drawing a line between them. Check understanding.
- Give pupils time to do the task independently.
- Get them to swap their answers before checking as a class. Provide explanation, if necessary.
- Have a few pairs act out the dialogues.

Key: 1 d 2 e 3 a 4 b 5 c

4. Write the answers.

- Tell pupils that they are going to write the answers to the questions, using the picture cues.
- Give them a few seconds to look at the pictures and the questions. Checking understanding.
- Give pupils time to do the task independently. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the conversations in front of the class.

Key: 1 It is forty-five thousand dong.

- 2 They are ninety-one thousand dong.
- 3 It is 0912 559 786.
- **4** They are going to play football (on the beach).

5. Look and write.

- Tell pupils that they are going to look at the pictures and complete the text.
- Ask them to read the text and guess possible words or phrases to complete the sentences. Then ask them to look at the pictures and describe them. (In Picture 1, Mai is walking in the mountains with her friends. In Picture 2, two girls are playing badminton. In Picture 3, two boys are swimming. In Picture 4, Mai is taking photographs. In Picture 5, a boy is eating.)
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is enough time, call some pupils to write the complete sentences on the board.

Key: 1 friends 2 badminton 3 swimming

4 taking 5 lunch



Short story Cat and Mouse 4



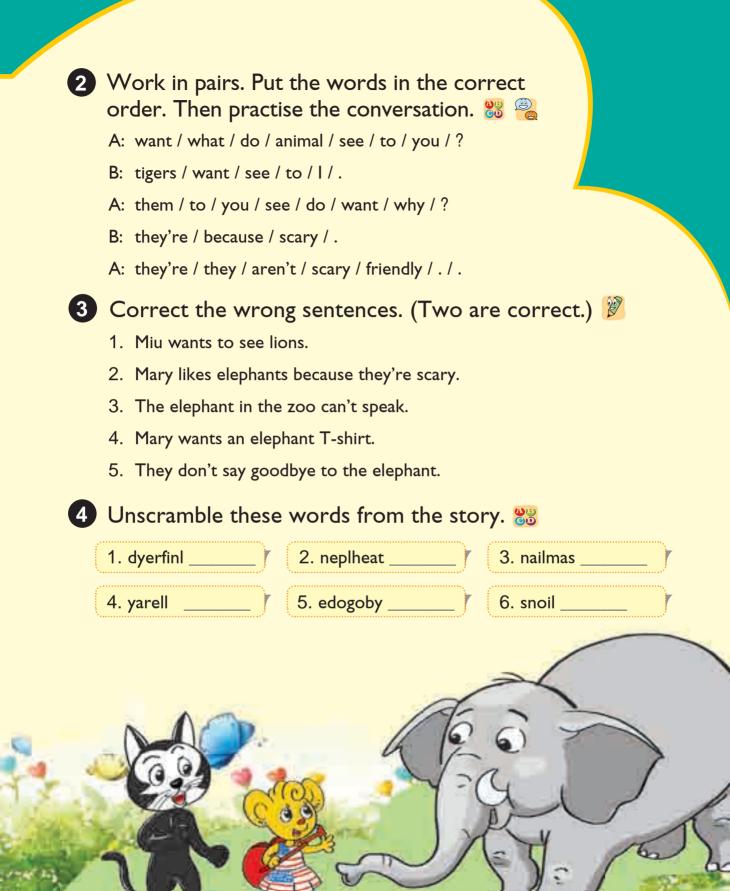
1. Read and listen to the story. Then correct the words in red.

- Tell the class that they are going to read and listen to the story, and then correct the words in red. Before pupils listen, ask them to look at the pictures and ask them some questions. (e.g. Where are Miu and Mary? What animal can you see at the zoo? What are Miu and Mary doing in the shop?)
- Ask pupils to read the text and guess the words to replace the red words.
- Play the recording for pupils to listen to the story and correct the words. Then play it again for them to check their answers.

Key:	1 tigers lions	2 quiet friendly	3 Where How
	<mark>4 a doll a T-shirt</mark>	5 sixty thousand seven	enty thousand

Audio script	
Miu and Mary are	going to the zoo
Miu:	What animal do you want to see?
Mary:	I want to see elephants. I love elephants. What about you?
Miu:	I want to see lions.
Miu:	Why do you like elephants?
Mary:	Because they're very friendly.
Miu:	Really?
Mary:	Yes.
Mary:	Hello, Mr Elephant! How are you today?
Miu:	Don't be silly, Mary! Elephants can't speak!
Elephant:	Yes, we can speak. I'm very well, thank you!
Miu/Mary:	Wow!
Mary:	Let's buy a T-shirt!
Miu:	Good idea.
Mary:	How much is the elephant T-shirt, please?
Sales assistant:	It's seventy thousand dong.
Mary:	Goodbye, Mr Elephant!
Elephant:	Goodbye! See you later!





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2. Work in pairs. Put the words in the correct order. Then practise the conversation.

- Tell pupils that they are going to put the words in the correct order and practise the conversation with a partner.
- Give them time to do the task. Ask them to write down the sentences.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the conversation.
 - Key: A: What animal do you want to see?
 - B: I want to see tigers.
 - A: Why do you want to see them?
 - B: Because they're scary.
 - A: They aren't scary. They're friendly.

3. Correct the wrong sentences. (Two are correct.)

- Tell pupils that they are going to read the sentences and see if they are right or wrong and then correct the wrong ones.
- Give them time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- If time allows, say more sentences about the story and ask pupils to decide if they are right or wrong.
 - Key: 1 Correct
 - 2 Mary likes elephants because they're friendly.
 - 3 The elephant in the zoo can speak.
 - 4 Correct
 - **5** They say goodbye to the elephant.

4. Unscramble these words from the story.

- Tell pupils that they are going to put the letters in the correct order to make words, and that they can find the words in the story. Do the first word as an example (friendly).
- Give them time to do the task. If pupils find the task too difficult, give them the first and last letters of each word.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the correct words.
- If time allows, ask them to make sentences with the words.
 - Key: 1 friendly 2 elephant 3 animals
 - 4 really 5 goodbye 6 lions



address	địa chỉ	U6
afternoon	buổi chiều	U1
again	lại, nữa	U1
America	nước Mĩ	U2
American	người Mĩ	U2
April	tháng Tư	U4
Art	môn Nghệ thuật	U8
August	tháng Tám	U4
Australia	ηước Úc	U2
Australian	người Úc	U2
badminton	cầu lông	U5
beach	bãi biển	U10
bike	хе đạр	U7
can	có thể	U5
chess	cờ vua	U7
class	Ιάρ	U6
collect	sưu tầm, thu lượm	U7
comic book	truyện tranh	U7
cook	nấu ăn	U5
cool	vui vẻ	U7
dance	múa, nhảy	U5
date	ngày trong tháng (ngày, tháng)	U4
December	tháng Mười Hai	U4



dictation	bài chính tả	U9
dishes	bát, đĩa	U10
district	quận, huyện	U6
drum	cái trống	U7
England	nước Anh	U1
English	người Anh	U2
English	môn tiếng Anh	U3
evening	buổi tối	U1
every day	hàng ngày	U8
exercise	bài tập	U9
February	tháng Hai	U7
flower	hoa	U10
fly	bay	U7
Friday	thứ Sáu	U3
guitar	đàn ghi ta	U3
have (English)	học (môn tiếng Anh)	U3
hobby	sở thích	U7
home	nhà, chỗ ở	U10
hometown	thị trấn, quê hương	U1
homework	bài tập về nhà	U10
IT (Information Technology)	Tin học (môn Công nghệ Thông tin)	U8
January	tháng Giêng	U4
Japan	nước Nhật	U2



Japanese	người Nhật	U2
July	tháng Bảy	U4
June	tháng Sáu	U4
kite	cái diều	U7
later	sau	U1
library	thư viện	U10
listen	nghe	U9
make	làm	U9
Malaysia	nước Ma-lay-sia	U2
Malaysian	người Ma-lay-sia	U2
March	tháng Ba	U4
mask	cái mặt nạ	U9
Maths	môn Toán	U8
Мау	tháng Năm	U4
meet	gặp	U1
model	mô hình	U7
Monday	thứ Hai	U3
morning	buổi sáng	U1
Music	môn Âm nhạc	U8
night	đêm	U1
November	tháng Mười Một	U4
October	tháng Mười	U4
once	một lần	U8



paint	tô màu	U9
paper	giấy	U9
penfriend	bạn (qua thư từ)	U7
PE (Physical Education)	Thể dục (môn Giáo dục thể chất)	U8
photograph	ảnh	U7
piano	đàn piano	U5
plane	máy bay	U9
plant	trồng	U7
play	chơi	U5
puppet	con rối	U9
radio	đài	U10
read	đọc	U7
return	trở về	U10
ride	đạp, cưỡi	U7
road	đường	U6
sail	đi tàu thuỷ/thuyền buồm	U7
Saturday	thứ Bảy	U3
school	trường	U6
Science	môn Khoa học	U8
see	gặp, nhìn thấy	U1
September	tháng Chín	U4
skate	trượt băng, pa tanh	U5
skip	nhảy (dây)	U5



stamp	tem	U7
stream	dòng suối	U6
street	phố, đường phố	U6
study	học	U6
subject	môn học	U8
Sunday	Chủ Nhật	U3
swim	bơi	U5
swing	đu	U5
table tennis	bóng bàn	U5
take	cầm, nắm, giữ	U7
text	bài đọc	U9
Thursday	thứ Năm	U3
time	lần	U8
today	hôm nay	U3
tomorrow	ngày mai	U1
tree	cây	U7
Tuesday	thứ Ba	U3
TV	ti vi	U7
twice	hai lần	U8
video	băng/phim video	U9
Viet Nam	nước Việt Nam	U1
Vietnamese	người Việt Nam	U2
Vietnamese	môn Tiếng Việt	U8



village	làng, xã	U6
volleyball	bóng chuyền	U5
wash	rửa, giặt	U10
watch	xem, theo dõi	U9
water	tưới	U10
Wednesday	thứ Tư	U3
weekend	cuối tuần	U3
write	viết	U9
yesterday	hôm qua	U10
ZOO	bách thú	U10

Ordinal Numbers

1st	first	11th	eleventh	21st	twenty-first
2nd	second	12th	twelfth	22nd	twenty-second
3rd	third	13th	thirteenth	23rd	twenty-third
4th	fourth	14th	fourteenth	24th	twenty-fourth
5th	fifth	15th	fifteenth	25th	twenty-fifth
6th	sixth	16th	sixteenth	26th	twenty-sixth
7th	seventh	17th	seventeenth	27th	twenty-seventh
8th	eighth	18th	eighteenth	28th	twenty-eighth
9th	ninth	19th	nineteenth	29th	twenty-ninth
10th	tenth	20th	twentieth	30th	thirtieth
				31st	thirty-first



after that	sau đó	U16
afternoon	buổi chiều	U11
a.m.	buổi sáng	U11
animal	động vật	U19
bakery	cửa hàng bánh	U16
banh chung	bánh chưng	U15
bay	vịnh	U20
bear	con gấu	U19
beautiful	đẹp	U19
beef	thịt bò	U13
big	to, lớn	U14
birthday present	quà sinh nhật	U18
blouse	áo cánh	U17
bookshop	cửa hàng sách	U16
bread	bánh mì	U13
breakfast	bữa ăn sáng	U11
build	xây dựng	U20
busy	bận	U16
buy	тиа	U16
celebration	lễ kỉ niệm	U15
chicken	thịt gà	U13
Children's Day	ngày Thiếu nhi	U15
chocolate	sô-cô-la	U16
Christmas	lễ Nô-en	U15
cinema	rạp chiếu phim	U16
clerk	nhân viên văn phòng	U12
clothes	quần áo	U15
complete	hoàn thành	U18



cook	nấu	U11
countryside	nông thôn, vùng quê	U18
crocodile	con cá sấu	U19
dangerous	nguy hiểm	U19
decorate	trang trí	U15
delicious	ngon	U20
dictionary	từ điển	U14
dinner	bữa ăn tối	U11
doctor	bác sĩ	U12
dong	đồng	U17
driver	lái xe, tài xế	U12
elephant	con voi	U19
enjoy	thưởng thức, hưởng	U18
enormous	to, lớn	U19
evening	buổi tối	U11
expensive	đắt	U20
factory	nhà máy	U12
farmer	nông dân	U12
fast	nhanh	U19
festival	ngày hội	U15
field	đồng ruộng	U12
film	phim	U16
finally	cuối cùng	U16
firework display	bắn pháo hoa	U15
first	đầu tiên	U16
fish	cá	U13
footballer	cầu thủ	U14
free	rảnh rỗi	U18



friendly	thân thiện	U19
funny	buồn cười	U19
get up	ngủ dậy	U11
go	đi	U11
go fishing	đi câu cá	U18
go for a picnic	đi píc-níc, đi dã ngoại	U18
go for a walk	đi dạo bộ	U18
go home	về nhà	U11
go on a boat cruise	đi du thuyền	U20
go skating	đi trượt ba-tanh/trượt băng	U18
go to bed	đi ngủ	U11
go to school	đến trường	U11
grandparent	ông, bà	U15
have (breakfast/lunch/dinner)	ăn (sáng/trưa/tối)	U11
holiday	ngày nghỉ	U15
hospital	bệnh viện	U12
hotel	khách sạn	U20
house	ngôi nhà	U15
how much	bao nhiêu	U17
hungry	đói	U16
invite	mời	U18
jacket	áo khoác	U17
jeans	quần bò	U17
join	tham gia	U15
jumper	áo len chui đầu	U17
kangaroo	con chuột túi	U19
late	muộn	U11
leaf	lá cây	U13

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lemonade	nước chanh	U13
lucky money	tiền mừng tuổi	U15
lunch	bữa ăn trưa	U11
make	làm	U15
medicine	thuốc	U16
milk	sữa	U13
mobile phone	điện thoại di động	U18
monkey	con khỉ	U19
morning	buổi sáng	U11
next	tiếp sau	U20
nice	đẹp	U15
noodles	mì ăn liền	U13
noon	buổi trưa	U11
nurse	y tá	U12
o′clock	(chỉ) giờ	U11
office	văn phòng	U12
old	già	U14
orange juice	nước cam	U13
pharmacy	hiệu thuốc	U16
phone number	số điện thoại	U18
photograph	ảnh	U18
p.m.	buổi chiều	U11
pork	thịt lợn	U13
prepare	chuẩn bị	U20
relative	họ hàng	U15
repeat	nhắc lại	U18
rice	cơm	U13
sandals	dép, xăng đan	U17





sandcastle	lâu đài cát	U20
scarf	khăn quàng cổ	U17
scary	làm sợ hãi	U19
scenery	cảnh đẹp, phong cảnh	U18
sea	biển	U20
seafood	hải sản	U20
shoes	giày	U17
short	ngắn, thấp	U14
skirt	váy	U17
slim	mảnh khảnh	U14
small	bé, nhỏ	U14
smart	lịch sự	U15
start	bắt đầu	U11
stay	ở lại	U20
strong	khỏe mạnh	U14
student	sinh viên	U12
summer	mùa hè	U20
summer holidays	kì nghỉ hè	U20
supermarket	siêu thị	U16
sweet	kẹo	U16
sweet shop	cửa hàng kẹo	U16
swimming pool	bể bơi	U16
tall	сао	U14
Teachers' Day	ngày Nhà giáo	U15
Tet	ngày Tết	U15
then	rồi thì	U16
thick	dày	U14
thin	mỏng	U14



tiger	con hổ	U19
time	thời gian	U11
trousers	quần tây	U17
uncle	bác, chú, cậu	U12
usually	thông thường	U15
vegetables	rau	U13
visit	thăm	U15
want	muốn	U19
water	nước	U13
wear	mặc	U15
wish	mong muốn, chúc	U15
wonderful	kỳ diệu	U19
worker	công nhân	U12
young	trẻ	U14
zebra	ngựa vằn	U19
ZOO	vườn thú, sở thú, vườn bách thú	U19





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