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 beef, leaf 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.

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.



3 Listen and tick. 🗐 🧳

1. What's his favourite food?



2. What's his favourite drink?







3. What is her favourite food and drink?







4 Look and write. 🔯 🦹



A: What's his favourite food?



A: What's her favourite drink?

A: What's his favourite food and drink?





5 Let's sing.



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?*

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: 1 b 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.

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

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

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.

Lesson 2















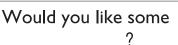


2 Point and say. 🔫 🥮















rice







- 3 Let's talk.

 - What's your favourite food/drink?
 - Would you like some ____

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.

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.

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 ...?

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.

4 Listen and number. @ 🝪



5 Look and write. 5 8



6 Let's play. 🌃

Food or drink?



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 Milk 2 Lemonade 3 Water 4 Fish 5 Rice 6 Bread

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.



🚺 Listen and repeat. 🧐 👸





f beef My favourite food is beef.

> leaf The leaf is yellow.

fish sh Would you like some fish?

> dish That's a big dish of fish.

🙎 Listen and tick. Then write and say aloud. 🍪 🧨 🛭









1. My favourite food is _____. a. fish \square b. beef

2. Would you like some _____? ☐ a. fish ☐ b. beef

3. What colour is this _____, Mummy? □ a. leaf □ b. dish

4. She likes this _____ very much. ☐ a. leaf ☐ b. dish

3 Let's chant.



Would you like some fish?

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.



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 fis**h**, dis**h** 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.
- **3.** What colour is this leaf, Mummy?
- 2. Would you like some beef?
- **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. 🥮





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.



Cont.	
5	
Chan.	
No.	
60/00	ľ

Favourite food	Favourite drink
beef	
3	

5 Write about your favourite food and drink. 🦻



My name is	
 l love It's	
food. I like	
lt's drink.	

6 Project 🐉

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.

	•	
Key:	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:

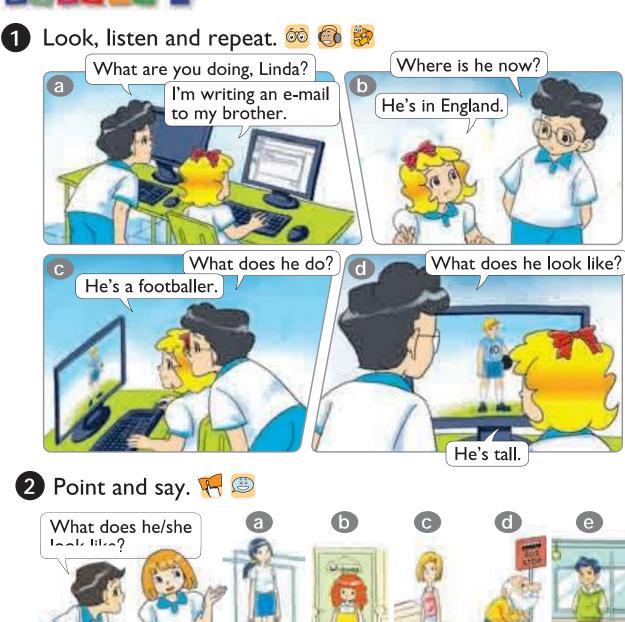
Name	Favourite food	Favourite drink
2. Van Tien	fish	orange juice
3. Thanh Tam	beef	apple juice
4. Hien Luong	pork	lemonade

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.

tall

short

slim

old

young

He's/She's

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 **th**is, **th**at, **th**in and **th**ick 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).

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.



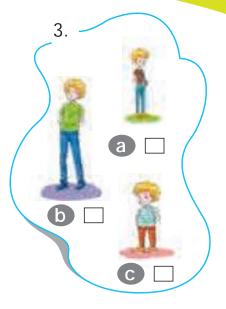
3 Listen and tick.





1.





4) Look and write. 🔯 🦹







1. A: What does he look like? B: ____



3. A: What do they look like? B: _____.



2. A: What does she look like? B: ___



4. A: What do they look like? B: _____



Find someone who ...



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.

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

- **2.** *A*: What does your grandmother look like?
 - B: She's old 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.

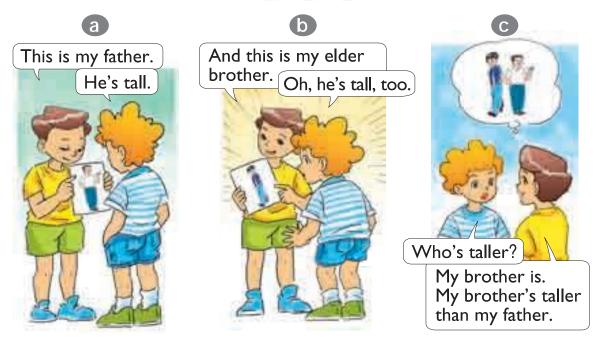
Key: 1 He's tall/slim2 She's short/young3 They're old4 They're young/tall

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.

Lesson 2





2 Point and say. 🔫 🥮







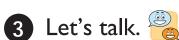




big – bigger small – smaller



old - older young - younger



Talk about your classmates.

- What does he/she look like?
- 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 ...

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*).

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.

				-
4	Listen	and	circle	Э. (





- 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.
- a. taller b. slimmer
- a. slimmer b. smaller
- b. younger a. shorter
- b. taller a. older

5 Look and write. 🥯 🦹







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



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



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



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



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: 1 a 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.

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.2 The mother is shorter than the father.3 The sister is older than the brother.4 The brother is stronger than the father.

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.



1 Listen and repeat.

©

thick

th	this	This is my mother.
	that	That is my father.
	thin	The book is thin.

2 Listen and tick. Then write and say aloud. @ 🦑 🥦 🥮

1.	My brother is	a. thin	b. there
2.	My sister is	a. there	b. three
3.	books are on the table.	a. Their	b. The
4.	Their books are .	a. thin	b. thick

The dictionary is thick.

3 Let's chant.



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.



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.

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 *this*, *that*, *thin* and *thick* 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. *th*ey, *th*em).

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.

2. My sister is three.

Key: 1 a 2 b 3 a 4 b

Audio script

- 1. My brother is thin.
- 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.





Dear Jane,

My name's Marie. I'm nine years old and I live in Can Tho. There are four people in my family: my father, my mother, my brother and me. My father's 34 years old. He's a teacher, and he's tall and slim. My mother's 31 years old. She's a doctor. I think she's very beautiful! My brother and I are pupils at Hoa Sen Primary School. I'm older than my brother but he's taller than me. Best wishes,

Mari e

1.	What does Marie's father do?	4.	Who is younger, Marie or her brother?
2.	What does her father look like?	5.	Who is shorter, Marie or her
3.	What does her mother look like?		brother?

5	Write.	
---	--------	--

Dear,		
My name's	I'm	years old.
There are		people in my family.
My father's		
My mother's		
Best wishes,		
	_	

6 Project 🍒

Bring a photo of your family. Describe your family members to the class.

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

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 15 When's Children's Day?



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)? I ...
- 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.*)

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.



3 Listen and tick. 🗐 🧳



- 4 Look and write. 🚳

 - 1. When is Christmas?

 It's on



- 2. When is Teachers' Day?

 It's on _______
- 20
- 3. When is Children's Day?

 It's on ______.



5 Let's sing.

Happy New Year!

Happy, Happy New Year!
Happy, Happy New Year!
Time for hope and time for cheer.
Happy, Happy New Year!
Happy, Happy New Year!
Happy, Happy New Year!
A song of joy for all to hear.
A new year comes! We say, hooray!
Happy New Year!

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 2 the twentieth of November

3 the first of June

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.

Lesson 2

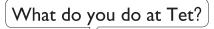
🚺 Look, listen and repeat. 🥯 🔞 🛞



🙎 Point and say. 👎 🕮









- Let's talk. 👸
 - When is ...?
 - What do you do at/on ...?









visit grandparents

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.

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.

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. (9) 🐉





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

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

5 Look and write. 🔯 🦻





What do they do at Tet?



1. Mai and her mother



2. Phong and his father



3. Nam and his family



4. Hoa and her brother

\delta Let's play. 🌃

Match the phrases to make sentences. Tell your partners about them.

Physical line-up

... get presents. At Tet, we have a party. For Children's Day, we give flowers. For Teachers' 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	at Phong:	I also watch firework displays					
	•	<u> </u>	with her.					
Phong:		Linda:	Hike watching firework					
			2					
	9 ,	Phona:						
Phong:	Me too.		sister likes them very much.					
2. Linda:	,	4	Oh! She must be happy! I also watch firework displays with her. I like watching firework displays too! Yes, they are colourful. My					

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 shopping3 make banh chung4 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.



1 Listen and repeat. © 🐯





clothes C She wears new clothes at Tet.

> close Close the door, please.

fl flowers My mother buys lots of flowers for Tet.

> floor I clean the floor in the afternoon.

2 Listen and write. Then say aloud. 🧐 🥦 🥮







1. We give our teachers lots of _____ on Teachers' Day.

2. _____ the door, please.

3. The _____ are beautiful.

4. She's cleaning the _____ now.

3 Let's chant.



What do you do at Tet?

We buy flowers And decorate the house. We clean the floor And we wear new clothes.

We go out

And run along the street.

We see our family

And all our friends.



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.

Listen and repeat.

- Tell pupils that they are going to practise pronouncing the sounds of the letters **cl** and **fl** in the words **cl**othes, **cl**ose, **fl**owers and **fl**oor 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 flowers 2 Close 3 clothes 4 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.

4 Read and write. 💯 🦻







Hello. I'm Mai. It's Tet soon. I have a lot of fun with my family. Before Tet, we go to the market and buy many flowers. We decorate our house and make banh chung. We have a big party and watch the firework displays. During Tet, we visit our grandparents, teachers and friends. We love Tet very much.



1.	lt's	soon	١.

- 2. Mai's family go to the market and buy many ______.
- 3. They decorate _____ and make _____.
- 4. They watch ______.
- 5. They visit ______, ____ and ______.
- 5 Write about your Tet. 👸

Before Tet, I

During Tet, I

6 Project 🐉

Make a greeting card for Tet. Then write wishes to your friend.

Wishes:

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 2 flowers 3 their house, banh chung

4 the firework displays 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

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:

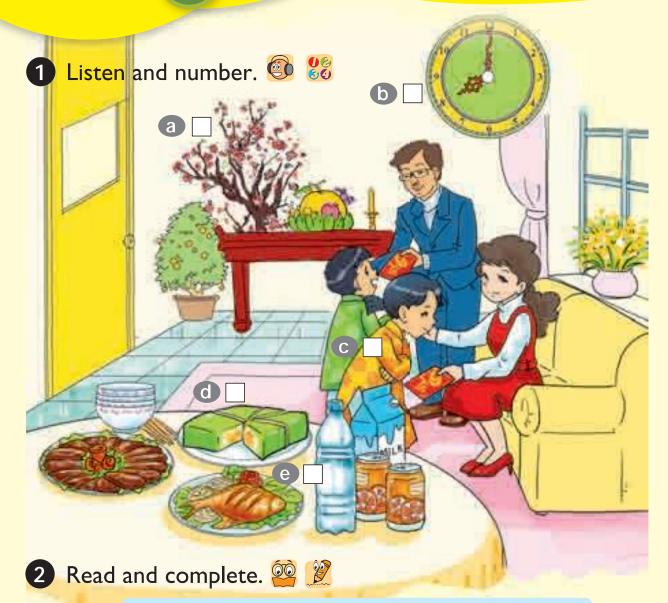
To: Quoc Anh

Wishes: Happy New Year! Have fun at Tet!

From: Kim Ngan

Key: Pupils' own answers

REVIEW (3)



	orange juice	drinking	seven	thirty	family			
It is five (1) now. Hoa's family is already awake.								
The (2) is at the dining table now. Hoa and her								
father like eating eggs and bread, and (3) tea								
for breakfast. Her mother likes eating banh chung and meat, and								
drinking (4) They are ready to leave for work								
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 thirty 2 family 3 drinking 4 orange juice 5 seven

Read and match. 1. What time do you get up every morning? 2. What does your mother do? 3. Would you like some orange juice? 4. When is Teachers' Day? 5. What does your brother look like? a. He's tall and thin. b. It's on the twentieth of November. C. She's a nurse. d. Yes, please. e. Six or six thirty. 4 Look and write. 🚳 1. It is 2. He is a in the morning. is a good drink for us. is fun for many children. 5 Write about your father or mother. 🧗 My father/mother is Mr/Mrs _____. He/She is _____

years old. He/She is a _____ and works in _____. He/She likes ______ for breakfast

and for dinner.

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 thirty 2 factory worker 3 Children's Day 4 Orange juice

5. Write about your father or mother.

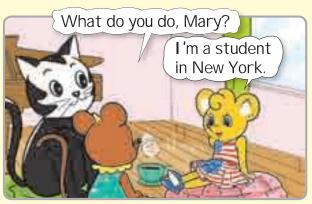
- Tell pupils that they are going to complete the paragraph about their father or mother. Give them a few seconds to read the paragraph in silence and check their understanding.
- Set a time limit for the task.
- Get pupils to read their partners' paragraphs. Then invite a few of them to tell the class 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. 4 @ 1















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 5 beach

Audio script

Chit: What do you do, Mary?

Mary: I'm a student in New York.

Mimi: What do your parents do?

Mary: 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 taller than me and my dad!

Mary: Today is Labor Day in America.

Mimi: Really? What do people do on Labor Day?

Mary: They go to the beach!

2	Number the sentences. 💖		
	Mimi: What do you do in America, Mary?	1	
	Mary: My mum works in a school.		
	Mimi: What do your parents do?		
	Mary: I'm a student.		
	Mary: He plays in a band.	8	
	Mimi: What about your dad?		
	Mary: My mum is a cook and my dad is a musician.		
	Mimi: Where do they work?		
3	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? A:		
4	Find words in the story to complete the sen 1. My mum is a very good She likes ma		
	2. On sunny days, we go to the		
	3. Her dad is than her mum.		
	4. He's a very good He plays the piano).	
		•	

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 cook 2 beach 3 taller 4 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*).

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

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.



3 Listen and tick. 🚳 🦑

1. Where do Phong and Linda go?



3. Where do Mai and Tony go?



4 Look and write. 🔯 🦻



1. Let's go <u>to the bookshop</u>.

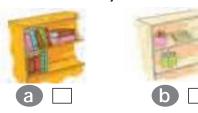
I want to <u>buy some books</u>.



3. Let's go ______

I want to _____

2. What do they want?



4. What do they want?

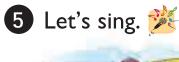


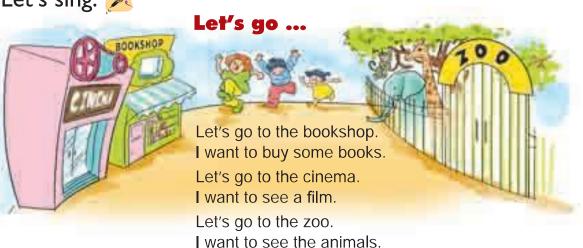
2. Let's go ______ I want to _____



4. Let's go _____.

I want to _____.





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*).

3. 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: 1 b 2 a 3 a 4 b

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

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.

Lesson 2



- Let's go to the _______
 - Why do you want to go to the _____?

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.

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.

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.	
		α <u> </u>	011 0101	-

- 1. Mai wants to go to the _____.
 - a. zoo
- b. sweet shop C. bookshop

- 2. Tony wants to go to the _____.
 - a. bakery
- b. pharmacy
- C. cinema

- 3. Phong wants to buy some _____.
 - a. books
- b. pens

C. rulers

- 4. Tom wants to buy some _____.
 - a. sweets
- b. chocolate
- C. bread

5 Look and write. 🔯 🤴





1. Why does he want to go to the supermarket? Because *he wants to buy* some cakes and sweets .

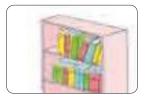




2. Why does she want to go to the bookshop?

Because _____





3. Why do they want to go to the gym?

Because





6 Let's play. 🌃

Let's go to the bookshop.

Where and why

Why do you want to go to the bookshop?

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.

- 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.

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

rey: I a	2C 3D 4C						
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:	Are you free now, Mai?	4. Hoa:	Would you like to go to the				
Mai:	Yes.		swimming pool, Tom?				
Phong:	Let's go to the bookshop.	Tom:	Great idea! But let's go to the				
Mai:	Why do you want to go there?		supermarket first.				
Phong:	Because I want to buy some pens	s. Hoa:	Why do you want to go there?				
Маі:	OK. Let's go.	Tom:	Because I want to buy some bread.				
		Ноа:	OK. I want something to eat, too.				

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.



🚺 Listen and repeat. 🧐 👸





book

I want to buy a book.

book shop

Let's go to the book shop.

ba ke ry

The bread in this bake ry is delicious.

su per mar ket

Let's go to the su per mar ket.

Listen, circle and write. Then say aloud. 🧐 🥦









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 Let's chant.



Why 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.
- **3.** There is a bakery near my home.
- 2. I want to buy a book.
- **4.** Her sister works in a supermarket.

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.

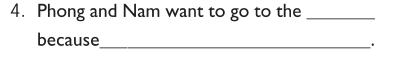
4 Read and number. 🥮 🝪



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.



- 5 Look and write. 60 8
 - 1. I want to go to the zoo because I want to see the animals
 - 2. Tony wants to go to the _____ because
 - 3. Linda wants to go to the _____ because
 - because





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.

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 swim 4 cinema, they want to see a film

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.

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).

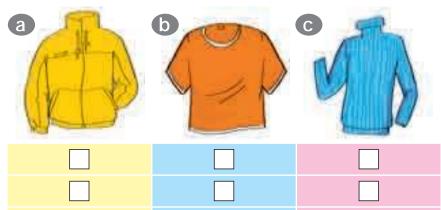
2. Point and say.

- 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.





Look and write. 🚳 🦻

1. 60,000 dong

2. 40,000 dong

3. 50,000 dong



On Sale!



1. The <u>orange T-shirt</u> is thirty thousand dong.



2. The _____ is _____



3. The _____ is _____



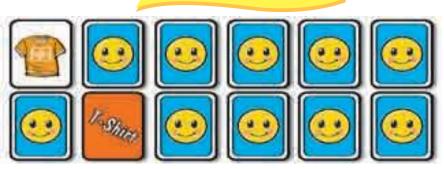
4. The _____



5. The _____ is _____

5 Let's play. 🌃

Pelmanism



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

Audio script

1. *Mai*: This yellow jacket is very nice.

Linda: Yes, it is.

Mai: Excuse me. How much is it?

Sales assistant: It'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: It'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: It'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

3 red jacket, sixty thousand dong

4 green skirt, seventy 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.)

Lesson 2

1 Look, listen and repeat. 50 60 80





2 Point and say. 뚟 🥮











3 Let's talk. 🤏

Ask and answer questions about clothes.

- How much is that _____?
- How much are those _____?