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.

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.

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.

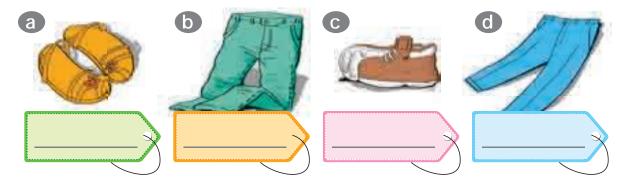
Language notes:

- 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.

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.

4 Listen and write the prices. 🗐 🦻



5 Look and write. 🚳 🦻



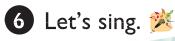
is ninety-five thousand dong.





1. The pair of <u>yellow trousers</u> 2. The pair of _____







Buying clothes

How much is the jumper? La la la! It's fifty thousand dong. How much is the jacket? La la la! It's sixty thousand dong. I like these blue jeans. How much are they, please? And how much are those lovely purple trousers?

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 dong **b** 73,000 dong **c** 80,000 dong **d** 95,000 dong

Audio script

1. Mai: Look. These sandals are very nice.Hoa: Yes, they are. Let's check their prices.Mai: Excuse me. How much are these sandals?

Sales assistant: They're 90,000 dong.

2. *Nam:* Excuse me. Can I have a look at that pair of jeans 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 they?

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 are these trousers?

Sales assistant: They're 95,000 dong.

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

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.





1 Listen and repeat. 6 🕏

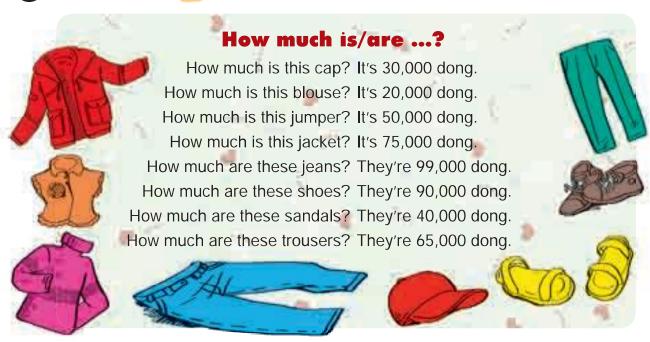
'sandals I like these 'sandals.

'trousers I don't like those 'trousers.

'jumper How much is that 'jumper?

'jacket The 'jacket is fifty-three thousand dong.

- 2 Look at the sentences and the stress marks ('). Then listen and say the sentences aloud. © © ©
 - 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.



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. 🤓 選



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,	

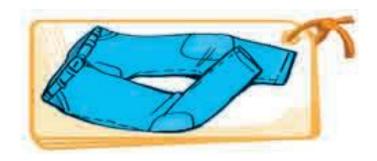
5 Draw three clothing items and write their prices. 👸



The _	i	is/are _	
The		is/are _	
The	i	is/are _	

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?

Lesson

1) Look, listen and repeat. 🔯 🔞 🎛



2) Point and say. 啎 🔏 What's phone number?









Sally





lt's 0912 158 657.



Sam

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.

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.

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.

3 Listen and tick. 🗐 🥙





1. What's Tom's phone number?







2. What's Mai's phone number?







3. What's Mr Loc's phone number?







4) Look and write. 🔯





- 1. What's Joe's phone number? It's oh-nine-seven-six, two-nine-one, one-nine-six
- 2. What's Ann's phone number?
- 3. What's Ben's phone number?



5 Let's sing. 🎉



What's your phone number?

What's your phone number? What's your phone number? It's oh-nine-nine-two, three-four-five, eight-nine-six. What's your phone number? What's your phone number? Oh-nine-nine-two, three-four-five, eight-nine-six. Hey ho, hey ho, it's my phone number.

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?*

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: It's oh-nine-nine-nine, two-nine-one, two-nine-six.

Mai: Can you say it again?

Tom: Oh-nine-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.

Let's sing.

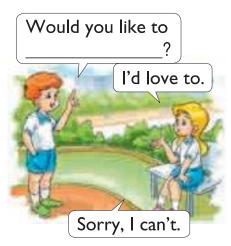
- Tell pupils that they are going to sing the song *What's your phone number?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral 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.

Lesson2













go for a walk

go for a picnic





go fishing

go skating

- 3 Let's talk.
 - Hello. May I speak to _____, please?
 - Would you like to ______?
 - What's your phone number?

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.

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.

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.

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.

- 4 Listen and circle. 🧐 🦹
 - 1. Mai wants to go for a ____.
 - 2. Phong wants to go _____.
 - 3. Linda's phone number is _____. a. 0999 291 196
 - 4. Nam's phone number is _____. a. 0438 456 339 b. 0463 393 845
- a. picnic b. walk
- a. fishing b. skating
- b. 0999 291 195
- 5 Look and write. 🔯 🦹







- - B: Sorry, I can't.



- 3. A: What's _____
 - B: It's 0985 097 099.



1. A: Would you like _____ 2. A: ____

B: I'd love to.



- 4. A: Hello. _____ Amy, please?
 - B: Speaking.

6 Let's play. 🌃



Find the phone numbers

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 ...?

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 4 b **3** a

Audio script

1. *Tom:* Would you like to go skating this Sunday, Mai?

Mai: Sorry, I can't. I can't skate.

Tom: What about going for a picnic?

Mai: Yes. I'd love to.

3. *Tom:* You have a new mobile phone.

Linda: Yes.

Tom: It looks very nice. What's your

phone number?

Linda: It's 0999 291 196. Tom: 0999 291 196?

Linda: That's right.

2. Tom: Would you like to go fishing

tomorrow, Phong?

Phong: Sorry, but I don't like fishing. Would you like to go skating? Tom:

Phong: I'd love to.

4. *Mai*: What's your phone number,

Nam?

Nam: It's 0463 393 845. Маі: Can you say it again?

0463 393 845. Nam: Thank you. Маі:

5. Look and write.

- Tell pupils that they are going to write questions, using the given answers and the picture
- Have them read the answers and the incomplete questions. Then ask them to look at the picture above each question and quess 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.



🚺 Listen and repeat. 🗐 🥞

re'peat Can you re'peat that?

en'joy She en'joys the party.

in'vite They in vite me to go for a picnic.

com'plete We have to com'plete the sentences.

- 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
 - 3. 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.

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.

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: 1 a 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.

4 Read and tick. 🤓 🦑

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	weeke	nd.
----	-----	-------	-----	---------	------	-----	---------	----	-----	-------	-----

2. He wants to relax and enjoy the scenery in the countrysi	2.	. He wants to	relax and	enjoy t	the scenery	r in th	ne country	yside.
---	----	---------------	-----------	---------	-------------	---------	------------	--------

- 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.

			0.00
(5)	Let's wri	ite.	3

On Sundays, I often	 	
I want to		
l like		
l enjoy		
I love		

6 Project 🐉

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 False 2 True 3 False 4 True 5 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

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.

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. *qiraffes, 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.

3 Listen and match. 🧐 🕯

What animal do they want to see?

1.





3.







4 Look and write. 🔯







1. What animal does he want to see?



2. What animal does she want to see?



3. What animal do they want to see?



4. What animal do they want to see?



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* ...

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 script

1. *Tony:* I like coming to the zoo!

Mai: What animal do you want to

see, Tony?

Tony: I want to see monkeys.

Mai: OK. Let's go there.

2. *Tom:* Mum, I want to go to the zoo.

Mum: Why do you want to go there?

Tom: Because I want to see crocodiles. *Mum:* But it's raining now. Let's go there later.

Tom: Yes, Mum.

3. Father: Let's go to the bookshop, Linda.

Linda: No, Daddy. I want to go to the zoo.

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.

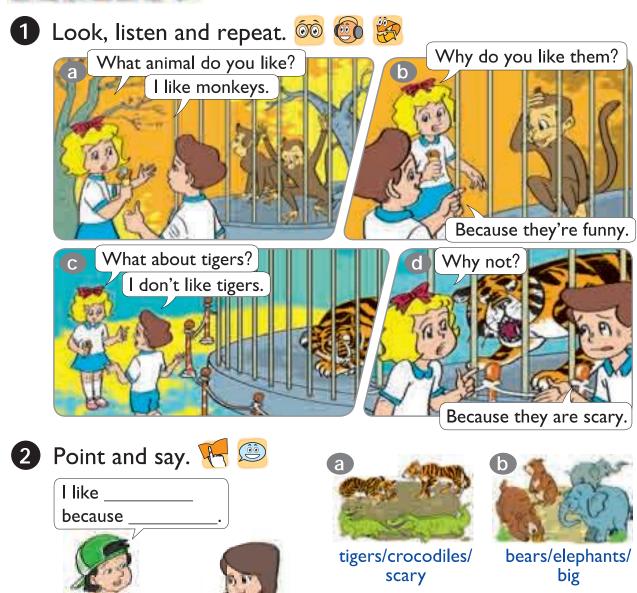
Key: 1 He wants to see crocodiles 2 She wants to see monkeys.

3 They want to see kangaroos. 4 They want to see tigers.

Let's play.

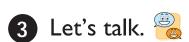
- Tell pupils that they are going to play the game *Charades*. Follow the procedure in *Games* in *Introduction*.
- Show a pupil the name of a zoo animal. That pupil must act out the animal for the rest of the class to guess. The quickest pupil to say the name of the animal gets a point. Then select 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.

Lesson2



zebras/beautiful

kangaroos/fast



• What animal do you want to see?

I don't like

because _

- I like ______ because _____.
- I don't like ______ because _____.

Warm-up: Spend a few minutes revising the previous lesson by playing *Charades* with the words for zoo animals.

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. 🔯 🦻





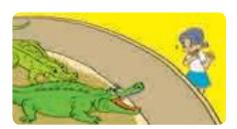


1. Nam likes _____

because



3. Linda and Peter like _____ because .



2. Mai does not like _____

because



4. Phong and Tony like _____

because ______.

6 Let's sing.





Yes, I do. Why do you like them? Because they're funny.

Do you like monkeys?

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.

2 fast 3 funny Kev: 1 bia Audio script **1.** *Tom:* Look, it's an elephant. Do you **2.** *Peter:* I want to see kangaroos. like elephants, 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 they are big. **3.** *Tony:* What are you doing, Mai? **4.** *Phong:* I want to see tigers. I'm drawing a monkey. *Nam:* I don't like tigers. Mai: *Tony:* Do you like monkeys? Phong: Why not, Nam? Yes, I do. *Nam:* Because they are scary. Маі: Tony: Why? Phong: Scary? Nam: Yes. Very scary! Because they are funny. Mai:

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.

1 zebras, they are beautiful2 crocodiles, they are scary3 bears, they are big4 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.



🚺 Listen and repeat. 🧐 🥞

'crocodile I want to see 'crocodiles.

'elephant 'Elephants are enormous.

'wonderful The weather's 'wonderful.

'beautiful Some zoo animals are 'beautiful.

🙎 Listen and circle. Then say the sentences aloud. 🍪 溪 🥮







 I want to go to the zoo because 	I want to see
---	---------------

- b. elephants a. animals
- 2. My brother does not like _____ because they are scary.
 - b. crocodiles a. elephants
- 3. The monkeys are _____.
 - a. beautiful b. wonderful
- 4. Some zoo animals are _____
 - b. wonderful a. beautiful
- 3 Let's chant.



I want to go to the zoo

I want to go to the zoo.

Because I want to see the animals.

I like kangaroos.

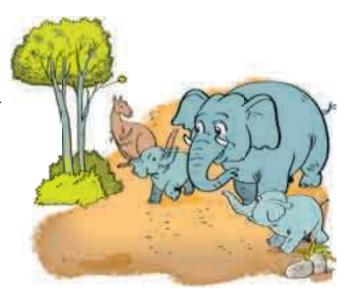
Why?

Because they're beautiful.

I like elephants.

Why?

Because they're wonderful.



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.

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: 1 b 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. 🤓 🎉

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.

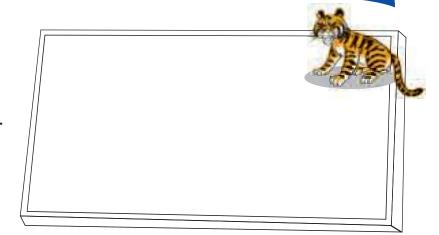
Nam and Mai are at the zoo. There are many (1) $_$	
there. Some animals are (2)	Mai does not like
the elephants because they are (3)	Nam likes the
(4) because they are (5)	

- 5 Let's write. 🦻
 - 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	

6 Project 🐉

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?

Lesson 1



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.

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.

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.













- 1. Tony is going to ____.
- 2. Nam is going to ____.
- 3. Linda is going to ____.
- Look and write. 🔯 🦻





1. Where are you going this summer?



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 ...*

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 c 2 a 3 b

Audio script

1. *Mai:* One week until the summer holidays!

Tony: Yes, I love summer. It's a great time.

Mai: Where are you going this summer, Tony?

Tony: I'm going to Nha Trang.

Mai: Oh, I like Nha Trang very much.

3. *Phong:* Do you like summer, Linda?

Linda: Yes, I do. I like summer holidays.

Phong: Where are you going this summer?

Linda: I'm going to Sa Pa.

Phong: Great idea! It's a lot of fun there.

2. Linda: Not long until the

summer holidays!

Nam: Yes, I love summer

holidays.

Linda: Where are you going this

summer, Nam?

Nam: I'm going to Ha Long Bay.

Linda: That's great.

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.

Key: 1 I'm going to Da Nang. 2 He's going to Hoi An. 3 They're going to Hue.

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.



Lesson 2



- 3 Let's talk.
 - 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.

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.

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 _

2. He's going to stay in a _









3. He's going to ______.

4. He's going to eat _____.

5 Look and write. 🥯 🦹





What are they going to do?



1. Mai _____



2. Tom _



3. Peter and Linda _____



4. Nam and Phong _____

6 Let's play. 🌃

Say where

A: Where are you going this summer holiday?

B: We're going to Da Nang.



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: 1a 2b 3a 4a

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 2 is going to swim in the sea

3 are going to Sa Pa 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.



de'licious Seafood is de'licious.

The hotel by the sea is e'normous. 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. 🍥 🐉 🤔 🥯





- 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: 1 b 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?

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.

4 Read and complete. 🤓 ጀ

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.

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!

5. They are going to eat _____



1.	They are going to have a holiday in	<u> </u>
2.	They are going to stay in	_·
3.	In the morning, they are going to	·
4.	They are going to have	around the bay.

Write about the plan for your summer holidays.

|--|

•	Where are you going?	I'm going to
•	When are you going?	
•	Who are you going with?	·
•	Where are you going to stay?	
•	What are you going to do?	

6 Project 🦃

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?



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

REVIEW



1 Listen and tick. 🗐 🧳





1.













3.













5.

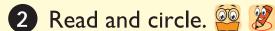






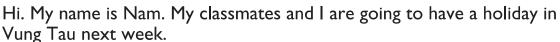












In the morning, we are going to swim in the sea and build sandcastles. In the afternoon, we are going to play football on the beach. We are going to have delicious seafood in the evening. We are going to have a lot of fun there!

- 1. 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 b	2 a	3 C	4 a	5 C
------	------------	------------	------------	------------	------------

1. Tom:	Where are you going, Mai?	2. Phong:	Excuse me? Can I have a look
11-:-	To the annual survey and control		2 محمد امر فونامات T موموس مراه فم

Mai: To the supermarket. at the orange T-shirt, please?

Tom: What do you want to buy? Sales assistant: Here you are.

Mai: My mum wants some fish for dinner. Do you want to come Sales assistant: It's 70,000 dong.

with me?

Tom: Yes. Let's go.

3. *A*: What's your phone number? **4.** (*Animal noises*)

B: It's 0438 531 605. Mum: OK, Peter, what animal do A: Can you say it again? you want to see first?

B: 0438 531 605. Peter: I want to see zebras.

A: Thank you. Mum: Why do you like zebras. Peter

A: Thank you. Mum: Why do you like zebras, Peter?

Peter: Because 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?

- a. It'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.

Write the answers.



- 1. A: How much is the T-shirt?



- 3. A: What is your phone number?



- 2. A: How much are the trousers?



- 4. A: What are they going to do next Sunday?
 - B: _____.
- 5 Look and write. 🚳 🦻















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) ______ 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).

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

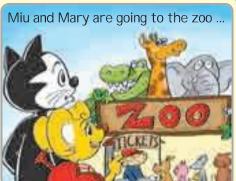
Short story Cat and Mouse 4

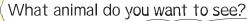
1 Read and listen to the story. Then correct the words in red.



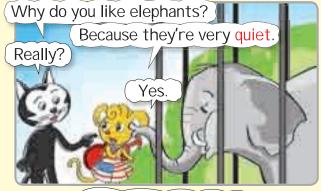


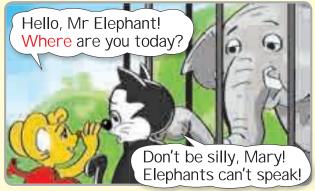




















1. Read and listen to the story. Then correct the words in red.

- 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 4 a doll a T-shirt 5 sixty 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!

2 Work in pairs. Put the words in the correct order. Then practise the conversation. 👑 🔏

A: want / what / do / animal / see / to / you /?

B: tigers / want / see / to / I / .

A: them / to / you / see / do / want / why /?

B: they're / because / scary / .

A: they're / they / aren't / scary / friendly / . / .

- 3 Correct the wrong sentences. (Two are correct.)
 - 1. Miu wants to see lions.
 - 2. Mary likes elephants because they're scary.
 - 3. The elephant in the zoo can't speak.
 - 4. Mary wants an elephant T-shirt.
 - 5. They don't say goodbye to the elephant.
- 4 Unscramble these words from the story. 器
 - 1. dyerfinl ______ 2. neplheat _____
- eat _____ 7 3. nailmas ____
 - 4. yarell ______ **7** 5. edogoby ____
- 6. snoil _



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	nước 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	lớp	U6
collect	sưu tầm, thu lượm	U7
comic book	truyện tranh	U7
cook	nấu ăn	U5
cool	vui vė	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
May	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
z 00	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	mua	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

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

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	kęo	U16
sweet shop	cửa hàng kẹo	U16
swimming pool	bể bơi	U16
tall	cao	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	тặс	U15
wish	mong muốn, chúc	U15
wonderful	kỳ diệu	U19
worker	công nhân	U12
young	trẻ	U14
zebra	ngựa vằn	U19
Z00	vườn thú, sở thú, vườn bách thú	U19

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