

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

### III. Teaching processes:

Teacher's activities	Students' activities									
<p><b>I. Warm up:</b> Spend a few minutes having the class say the chant <i>Where do you live?</i> chant</p> <p><b>II. New lesson:</b></p> <p><b>4. Read and tick Y/N</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read about Tom's favourite book and tick <i>Yes</i> or <i>No</i>. Explain the meanings of <i>schoolboy</i> and <i>police</i>.</li><li>• Tell pupils to read the five sentences first, then read the passage to look for the information needed. If necessary, get them to work in pairs or groups.</li><li>• Give pupils time to do the task. Go around and offer help, if necessary.</li><li>• Get them to swap and read their answers in pairs before giving the answers to the class.</li></ul> <p><b>Key:</b> 1 Y 2 N 3 Y 4 N 5 Y</p> <p><b>5. Write about your favourite book</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to write about their favourite books.</li><li>• Have them read the gapped sentences and think about the words to write. Give enough time for pupils to do the task.</li><li>• Get them to swap and read their writing in pairs before asking two or three pupils to read their answers aloud.</li></ul> <p><b>Key:</b> <i>Answers vary</i></p> <p><b>6. Project</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to interview three of their classmates about their favourite books and characters. Ask them to copy the table below and take notes.</li></ul> <table border="1"><thead><tr><th>Nam</th><th>Name of</th><th>Main</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Nam	Name of	Main							<ul style="list-style-type: none"><li>- Read the chant</li><li>- Listen to the teacher</li><li>- Read the paragraph</li><li>- Individually</li><li>- Work in pairs</li><li>- Some Ps</li><li>- Answer the T's question</li><li>- The whole class</li><li>- Listen to the teacher</li><li>- Do as directed</li><li>- Write</li><li>- Work in pairs</li><li>- The whole class</li><li>- Listen</li><li>- Work in groups</li></ul>
Nam	Name of	Main								

<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="width: 30%; height: 20px; background-color: #f8d7da;"></div> <div style="width: 30%; height: 20px; background-color: #d1ecf1;"></div> <div style="width: 30%; height: 20px; background-color: #d4edda;"></div> </div> <ul style="list-style-type: none"> <li>• Give them time to do the interviews in class and complete the table.</li> <li>• Invite some pupils to report their results to the class.</li> </ul> <p><b>7 Colour the star</b></p> <ul style="list-style-type: none"> <li>• Have the class read the statements and check their comprehension.</li> <li>• Give them time to colour the stars and invite a few pupils to read the statements aloud.</li> <li>• Give further support to pupils who find it difficult to achieve certain objectives.</li> </ul> <p><b>III. Consolidation</b></p> <ul style="list-style-type: none"> <li>- Summary the lesson</li> </ul> <p><b>IV. Homework</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Do the task</li>    <li>- Read the statements</li> <li>- Colour the stars</li>     <li>- Listen</li>   <li>- Remember</li> </ul>
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Date of preparation:

## UNIT 9: WHAT DID YOU SEE AT THE ZOO?

### Lesson 1: Part 1-2-3

**I. Objectives:**

**1 Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *Animals at the zoo*.
- ask and answer questions about animals in a zoo, using *What did you see at the zoo? I saw...*

**2. Skills:**

- Develop Ps speaking and listening skills

**3. Language focus:**

- - Sentence Pattern: *What did you see at the zoo? I saw...*
- Vocabulary: python, crocodile, peacock

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1 Class organization:**

**2 Oral test:**

**3 New lesson:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play “jumbled letters” game</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat.</b></p> <ul style="list-style-type: none"> <li>• Have the class look at the pictures.</li> <li>• Introduce the story by pointing at each character and elicit pupils’ answers to these questions: <i>Who are the pupils? Where are they? What are they talking about?</i> Check their comprehension.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.</li> </ul> <p><b>2. Point and say</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to practise asking and answering questions about the animals in a zoo, using <i>What did you see at the zoo? I saw ...</i></li> <li>• Teach the names of the animals and how to say them: <i>pythons, crocodiles, peacocks and gorillas</i>. Ask pupils to practise saying the answer <i>I saw ...</i>, using the words under the pictures.</li> <li>• Point at each picture and ask the question for pupils to answer.</li> <li>• Get pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.</li> <li>• Invite two pairs to ask and answer the questions in this section.</li> </ul> <p><b>3. Let's talk</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to practise further by asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game</li>   <li>- Listen</li> <li>- Look at the pictures and answer: <ul style="list-style-type: none"> <li>- In Picture a, Linda and Peter are in the school canteen and talking about a school outing to the zoo.</li> <li>- In Picture b, Peter asks Linda <i>What did you see at the zoo?</i> and Linda answers <i>I saw a baby elephant and some other animals.</i></li> <li>- In Picture c, Linda is telling Peter about the noisy monkeys.</li> <li>- In Picture d, Peter asks Linda if she saw any tigers.)</li> </ul> </li> <li>- Listen and copy</li> <li>+ Listen and repeat</li> <li>+ Groups, individuals</li>   <li>- Do as directed</li>   <li>- Listen</li>   <li>- Listen and copy</li>   <li>- Do as directed</li> </ul>

<p>about how someone learns English.</p> <ul style="list-style-type: none"> <li>• Get pupils to work in pairs to ask and answer the questions in their books.</li> <li>• Set a time limit for them to practise. Monitor the activity and offer help, if necessary.</li> <li>• Invite a few pairs to act out their conversations in front of the class. Then give feedback.</li> </ul> <p><b>III. Reinforcement:</b> - Recall the main content.</p> <p><b>V. Homework:</b> - Do exercises in workbook, learn by heart the new words</p>	<p>- Listen to the teacher - Work in pairs to do the task</p> <p>- Recall</p> <p>- Remember</p>
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Date of preparation:

## UNIT 9: WHAT DID YOU SEE AT THE ZOO?

### Lesson 1: Part 4-5-6

#### **I. Objectives:**

##### **1. Knowledge:**

- By the end of this unit, pupils can
  - use the words and phrases related to the topic *Animals at the zoo*.
  - ask and answer questions about animals in a zoo, using *What did you see at the zoo? I saw ...*

##### **2. Skills:**

- Develop Ps speaking and listening skills

##### **3. Language focus:**

- Vocabulary and structures: review

#### **II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

#### **III. Teaching processes:**

##### **1. Class organization:**

##### **2. Oral test:**

##### **3. New lesson:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play the game “<i>jumbled letters</i>”</p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and tick</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen to the recording and tick the timetable in their books.</li> <li>• Ask them to read the names and lessons in the timetable. Then play the recording all the way through for them to listen. Play it again for them to do the task.</li> <li>• Get pupils to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers.</li> </ul> <p><b>Key: 1.b 2.a 3.b</b></p> <p><b>5. Read and complete</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to read and fill the gaps with <i>intelligent, gorillas, elephants, do</i> and <i>like</i>.</li> <li>• Set a time limit for pupils to do the task independently.</li> <li>• Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.</li> </ul> <p><b>Key: 1 like 2 gorillas 3 intelligent 4 do 5 elephants</b></p> <p><b>6 Let's sing</b></p> <ul style="list-style-type: none"> <li>• Tell pupils that they are going to sing What did you see at the zoo? Have them read each line of the lyrics and teach them any unfamiliar words. Check their comprehension.</li> <li>• Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line.</li> <li>• When they are familiar with the melody, ask the class to sing along with the music. Invite two groups to sing the song and do actions in front of the class: one group sings the questions and the other sings the answers. The rest of the class clap their hands along to the rhythm.</li> </ul> <p><b>III. Consolidation</b></p> <ul style="list-style-type: none"> <li>- Retell the content of the lesson.</li> </ul> <p><b>IV. Homework</b></p>	<ul style="list-style-type: none"> <li>- Play the game</li> <li>- Listen to the tape</li> <li>- Listen and do the task</li> <li>- Answer the question.</li> <li>- Listen to the teacher</li> <li>- Do as directed.</li> <li>- Individually</li> <li>- Work in pairs</li> <li>- The whole class read aloud</li> <li>- Listen to the teacher</li> <li>- Read each line of the lyrics</li> <li>- Listen to the tape</li> <li>- Listen and repeat each line</li> <li>- The whole class</li> <li>- Practice in groups</li> <li>- The whole class</li> <li>- Retell</li> </ul>

- Do exercises in the workbook. Prepare the next period.

- Remember

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Date of preparation:

## UNIT 9: WHAT DID YOU SEE AT THE ZOO?

### *Lesson 2: Part 1-2-3*

#### **I. Objectives:**

**1. Knowledge:** By the end of this unit, pupils can

- use the words and phrases related to the topic *Animals at the zoo*.
- ask and answer questions about what animals did in the zoo, using *What did the ... do when you were there? They...*

#### **2. Skills:**

- Develop Ps speaking and listening skills.

#### **3. Language focus:**

- Vocabulary: *quickly, quietly, roar, swan...*
- Structures: *What did the ... do when you were there? They...*

#### **II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

#### **III. Teaching processes:**



Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Spend a few minutes revising the previous lesson by having the class sing the song <i>What did you see at the zoo?</i> Invite a group to do actions in front of the class during the singing.</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to read a story about Nam and Phong.</li> <li>• Have them look at the pictures and check their comprehension by pointing at each picture and eliciting their answers to these questions: <i>What are they talking about? Guess what the pythons/the lions/the pandas did at the zoo.</i></li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.</li> </ul> <p><b>2. Point and say</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to practise the question and answer <i>What did the ... do when you were there? They...</i></li> <li>• Revise the past simple forms of the verbs: <i>roar (roared), move (moved)</i> and <i>eat (ate)</i>, and teach the adverbs. Remind them that adverbs take an <i>-ly</i> ending. Have them practise saying the question <i>What did the ... do when you were there?</i> with the names of the animals under the pictures.</li> <li>• Then point to each picture and ask the question for them to practise saying the answer with the verb phrase.</li> <li>• Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.</li> <li>• Invite one or two pairs to ask and answer the questions.</li> </ul> <p><b>3. Let's talk:</b></p>	<ul style="list-style-type: none"> <li>- Sing the song</li> <li>- Listen</li> <li>- Look at the pictures and answer: <ul style="list-style-type: none"> <li>• Nam and Phong are talking at school.</li> <li>• In Picture a, Phong says that he went to the zoo last week and it was great.</li> <li>• In Picture b, Nam asks <i>What did the lions do when you were there?</i> and Phong answers <i>They roared loudly.</i></li> <li>• In Pictures c and d, Phong continues to talk about other animals and says <i>I saw a python too. It moved really quietly. And I saw two pandas. They were really cute and did things slowly.</i>)</li> </ul> </li> <li>- Listen</li> <li>- Listen and repeat</li> <li>- Do as directed</li> <li>- Listen</li> <li>- Listen and copy</li> <li>+ Listen and repeat</li> <li>+ Groups, individuals</li> <li>- Listen and copy</li> </ul>

- Tell the class that they are going to practise further by asking and answering the questions in their books. If you want to add variety, you can invite them to imagine they are in different schools and give different answers. Tell them to make their own timetables before practising.
- Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations. Then give feedback.

**III. Consolidation:**

- Summary the lesson

**IV. Homework:**

- Do exercises in workbook, learn by heart the new words

- Do as directed
- Listen
- Work in pairs
- Some pairs perform in front of class
- Listen to the teacher
- Remember

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Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

*Lesson 2: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *Animals at the zoo.*
- ask and answer questions about what animals did in the zoo, using *What did the ... do when you were there? They...*

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Vocabulary: Review

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<b>I. Warm up:</b> Play the game: <i>Order the words</i> <b>II. New lesson:</b> <b>4. Listen and circle a or b.</b> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences. Ask</li> </ul>	<ul style="list-style-type: none"> <li>- Play game</li> <li>- Listen to the teacher</li> </ul>



them to read the sentences and guess the answers.

- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class.

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

### 5. Write about your visit to the zoo

- Remind the class that they should write about things that really happened to them.
- Have pupils read the questions and check their understanding.
- Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing in pairs before inviting one or two to read their answers aloud.

**Key:** *Answers vary*

### 6 Let's play:

- Tell pupils that they are going to play *Charades*.
- Divide the class into Team A and Team B. Stick a large sheet of paper on the board with the following words written on it: *slowly, noisily, quickly, loudly, quietly* and *beautifully*. Explain how the game is played. One pupil of Team A mimes a zoo animal and asks *What did I see at the zoo?* The pupils of Team B answer the question. If the answer is correct, Team B wins one point. Another pupil from Team A mimes an action which that animal does and asks *What did they do there?* Team B gives the answer. If the answer is correct, Team B wins another point. Then it is Team B's turn to mime and ask questions. Set a time limit. The two teams take turns to mime and ask questions. The team that gets more points wins.

### III. Consolidation

- Summary the lesson

### IV. Homework

- Do exercises in workbook, prepare the next period.

- Listen to the tape
- Listen and do the task

- Listen
- Do the task
- Individually
- Work in pairs
- Some Ps
- The whole class

- Listen
- Do as directed
- Listen
- Play in groups

- Listen

Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

*Lesson 3: Part 1-2-3*

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *Animals at the zoo*.
- say questions and answers with the correct sentence stress.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review
- - Phonics: stress on questions and answers

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play game: <i>Pass the secret!</i></p> <p><b>II. New lesson:</b></p> <p><b><i>1. Listen and repeat</i></b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to practise saying questions and answers with the correct sentence stress.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.</li> </ul> <p><b><i>2. Listen and underline the stress words. Then say aloud</i></b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences.</li> <li>• Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game</li> <li>- Listen to the teacher</li> <li>- Listen to the tape</li> <li>- Listen and repeat in choral, groups and individual</li> <li>- Listen to the teacher</li> <li>- Look at the books and guess</li> <li>- Listen and write</li> </ul>

<ul style="list-style-type: none"> <li>• Get them to compare their answers in pairs before</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and check</li> <li>- Read aloud</li> </ul>
<p><b>Audio script and key</b></p> <p>1. <u>What did you see at the zoo?</u> I <u>saw lots of animals.</u></p> <p>2. <u>What did the peacocks do when you</u></p>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Read the chant</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3. Let's chant</b> <ul style="list-style-type: none"> <li>• Tell the class that they are going to do the chant At the circus. Follow the procedure in Teaching the unit components in Introduction.</li> <li>• Have them repeat each line of the chant. Divide the class into two groups: one group says the questions and the other says the answers. Then the two groups swap their roles after the first round.</li> <li>• Set a time limit for pupils to practise saying the chant and doing actions in groups.</li> <li>• Invite two groups to say the chant and do actions.</li> </ul> </li> </ul> <p><b>III. Consolidation</b></p> <ul style="list-style-type: none"> <li>- Summary the lesson</li> </ul> <p><b>IV. Homework</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Do as directed</li> <li>- Practice in groups</li> <li>- Work in pairs</li> <li>- The whole class</li> <li>- Listen</li> <li>- Remember</li> </ul>

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Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

**Lesson 3: Part 4-5-6-7**

**I. Objectives:**

**1. Knowledge:**

- By the end of the lesson, Ps will be able to use words and phrases related to the topic about animals at the zoo..

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: review

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<b>I. Warm up:</b> Spend a few minutes having the	- Read the chant

class say the chant in Activity 3.

## II. New lesson:

### 4. Read and match

- Tell the class that they are going to read the text and match the sentences with *First, Then, Next* and *In the end*.
- Get them to read the sentences and then read the text to find out their order.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Have them swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.

Key: 1 b 2 d 3 a 4 c

### 5. Write about your last visit to the zoo

- Tell the class that they are going to write about their last visit to the zoo.
- Give them time to read and write their answers.
- Set a time limit for them to do the task individually. Monitor the activity and offer help, if necessary.
- Remind them to write the first letter of the word beginning each sentence and the names of people in capital letters, and put commas or full stops in the appropriate places.
- Get pupils to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: *Answers vary*

### 6. Project

- Tell the class that they are going to draw their dream zoos. Ask them to work in groups of five to discuss what animals to put in their dream zoos and who should draw which animal.
- Set a time limit for them to do the task.
- Have the class display their drawings. Invite one or two groups to talk to the class about their dream zoos.

## 7. Colour the star

- Listen to the teacher

- Read the paragraph

- Individually

- Work in pairs

- Some Ps

- Answer the T's question

- The whole class

- Listen to the teacher

- Do as directed

- Write

- Work in pairs

- The whole class

- Listen

- Work in groups

- Do the task

<ul style="list-style-type: none"> <li>• Have the class read the statements and check their comprehension.</li> <li>• Give them time to colour the stars and invite a few pupils to read the statements aloud.</li> <li>• Give further support to pupils who find it difficult to achieve certain objectives.</li> </ul> <p><b>III. Consolidation</b> - Summary the lesson</p> <p><b>IV. Homework</b> - Do exercises in workbook, prepare the next period.</p>	<ul style="list-style-type: none"> <li>- Read the statements</li> <li>- Colour the stars</li>   <li>- Listen</li>   <li>- Remember</li> </ul>
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Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

***Lesson 1: Part 1-2-3***

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *School events* and *Future activities*.
- ask and answer questions about school events, using *When will ... be? It'll be on ...*

**2. Skills:**

- Develop Ps speaking and listening skills

**3. Language focus:**

- Sentence Pattern: *When will ... be? It'll be on ...*
- Vocabulary: take part in, look for, independence....

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**10. Class organization:**

**11. Oral test:**

**12. New lesson:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play "jumbled letters" game</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat.</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to read and listen to a story. Have pupils look at the pictures. Ask them questions such as <i>Who are the pupils? Where are</i></li> </ul>	<ul style="list-style-type: none"> <li>- Play the game</li>   <li>- Listen</li>   <li>- Look at the pictures and</li> </ul>

they? What are they talking about Check their comprehension.

- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

## 2. Point and say

- - Tell the class that they are going to practise asking and answering questions about when school events will be, using *When will ... be? It'll be on ...*
- Have them look at the pictures and read the names of the days: *Sports Day, Teachers' Day, Independence Day and Children's Day*. Get them to practise the question *When will ... be?* using the words under the pictures. Then have them practise the answer *It'll be on ...* Point to the pictures and ask the questions for the class to answer, using the prompts.
- Have the class practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the dialogues in front of the class.

## 3. Let's talk

- - Tell the class that they are going to practise further by asking and answering the question in their books.
- Ask pupils to work in pairs: one pupil asks *When will ... be?* and the other answers *It'll be on ...* Monitor the activity and offer help, if necessary.
- Invite one or two pairs to act out the exchanges in front of the class, then give feedback. Correct their pronunciation, if necessary.

## III. Reinforcement:

- Recall the main content.

## V. Homework:

- Do exercises in workbook, learn by heart the new words

answer:

- In Picture a, Mai asks Tony where Phong is and Tony answers Phong is in the gym.

- In Picture b, Mai asks what Phong is doing there and Tony says he is practising for Sports Day.

- In Picture c, Mai asks *When will Sports Day be?* and Tony answers *On Saturday*.

- In Picture d, Tony says he will take part in Sports Day.)

- Listen and copy

+ Listen and repeat

+ Groups, individuals

- Do as directed

- Listen

- Listen and copy

- Do as directed

- Listen to the teacher

- Work in pairs to do the task

	- Recall  - Remember
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Date of preparation:

## UNIT 10 : WHEN WILL SPORTS DAY BE?

### *Lesson 1: Part 4-5-6*

#### **I. Objectives:**

##### **1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *School events* and *Future activities*.
- ask and answer questions about school events, using *When will ... be? It'll be on ...*

##### **2. Skills:**

- Develop Ps speaking and listening skills

##### **3. Language focus:**

- Vocabulary and structures: review

#### **II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

#### **III. Teaching processes:**

##### **1. Class organization:**

##### **2. Oral test:**

##### **3. New lesson:**

Teacher's activities	Students' activities
<b>I. Warm up:</b> Play the game "jumbled letters" <b>II. New lesson:</b> <b>4. Listen and match</b> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and draw lines to match Pictures 1–3 with Pictures a–c.</li> <li>• Have pupils look at the pictures to identify the people and activities (1. Mai's singing. 2. Phong and Tony are playing table tennis. 3. Linda is playing the piano.), and the school events (a. Teachers' Day. b. Children's Day. c. Independence Day). Check their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game</li> <li>- Listen to the tape</li> <li>- Listen and do the task</li> <li>- Answer the question.</li> <li>- Listen to the teacher</li> </ul>

- Play the recording all the way through for pupils to listen. Play it again for them to do the task. Tell them that they should pay attention to the activities and the school events.
- Get them to swap and compare their answers before checking as a class. Go around and offer help, if necessary.

Key: 1 c 2 a 3 b

### 5. Read and match

- Tell the class that they are going to read and match the questions with the answers.
- Give them a few seconds to read and do the task. If necessary, get them to work in pairs or in groups. Go around and offer help, if necessary.
- Get pupils to compare their answers before checking as a class. If there is enough time, invite some pairs to ask and answer the questions.

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

### 6 Let's sing

- Tell the class that they are going to sing When will Sports Day be? Teach the song, following the procedure in Teaching the unit components in Introduction.
- Have pupils read the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to do choral repetition of the song line by line. When they are familiar with the melody, ask two groups of four to go to the front of the class to sing the song: one group sings the questions and the other sings the answers.
- Ask the rest of the class to sing with them and clap their hands along to the rhythm.

### III. Consolidation

- Retell the content of the lesson.

### IV. Homework

- Do exercises in the workbook. Prepare the next period.

- Do as directed.
- Individually
- Work in pairs

- The whole class read aloud

- Listen to the teacher
- Read each line of the lyrics
- Listen to the tape
- Listen and repeat each line
- The whole class
- Practice in groups
- The whole class

- Retell

- Remember



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Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

***Lesson 2: Part 1-2-3***

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *School events* and *Future activities*.
- ask and answer questions about what someone is going to do/play on Sports Day, using *What are you going to do on Sports Day? I'm going to ...*

**2. Skills:**

- Develop Ps speaking and listening skills.

**3. Language focus:**

- Vocabulary: *play, great...*
- Structures: *What are you going to do on Sports Day? I'm going to ...*

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**I. Warm up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *When will Sports Day be?* Ask the rest of the class to sing with them and clap their hands along to the rhythm.

**II. New lesson:**

**1. Look, listen and repeat**

- Tell the class that they are going to read and listen to a story about what someone is going to do on Sports Day.
- Have pupils look at the pictures and ask them questions: *Who are the pupils? Where are they? What are they doing?* Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

**2 Point and say**

- Tell the class that they are going to practise asking and answering questions about what someone is going to do on Sports Day, using *What are you going to do on Sports Day? I'm going to ...*
- Have pupils look at the pictures and read the phrases. Get pupils to practise saying *I'm going to ...*, using the prompts. Point to Picture a and ask *What are you going to do on Sports Day?* for the class to answer *I'm going to play basketball*. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class. Correct their pronunciation, if necessary.

**3 Let's talk:**

- - Tell the class that they are going to practise

- Sing the song

- Listen

- Look at the pictures and answer:

- In Picture a, Mai, Linda and Tony are at school and talking about Sports Day.

- In Picture b, Mai asks where Sports Day will be and Linda answers that it will be in the sports ground near their school.

- In Picture c, Linda asks *What are you going to do on Sports Day, Mai?* and Mai answers *I'm going to play table tennis*.

- In Picture d, Linda asks Tony the same question and he answers *Phong and I are going to play football.*)

- Listen

- Listen and repeat

- Do as directed

- Listen

- Listen and copy

+ Listen and repeat

+ Groups, individuals

- Listen and copy

- Do as directed

- Listen

- Work in pairs

further by asking and answering the questions in their books. If you want to add variety, you can invite them to imagine they are in different schools and give different answers. Tell them to make their own timetables before practising.

- Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations. Then give feedback.

**III. Consolidation:**

- Summary the lesson

**IV. Homework:**

- Do exercises in workbook, learn by heart the new words

- Some pairs perform in front of class
- Listen to the teacher
- Remember

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Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

**Lesson 2: Part 4-5-6**

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *School events* and *Future activities*.
- ask and answer questions about what someone is going to do/play on Sports Day, using *What are you going to do on Sports Day? I'm going to ...*

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Vocabulary: Review

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play the game: <i>Order the words</i></p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and number</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and number the pictures.</li> <li>• Ask pupils to look at the pictures and help them to</li> </ul>	<ul style="list-style-type: none"> <li>- Play game</li> <li>- Listen to the teacher</li> <li>- Listen to the tape</li> </ul>

identify the meanings of the symbols in the pictures (a. Basketball. b. Badminton. c. Table tennis. d. Sports Day.) Check their understanding.

- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class.

**Key:** a 4    b 2    c 3    d 1

### 5. Write about you

- Tell the class that they are going to write the answers to the questions.
- Ask them to read the questions and think about the answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap and read their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

**Key:** *Answers vary*

### 6. Let's play:

- Tell the class that they are going to play *Pass the secret!* Follow the procedure in *Games* in *Introduction*.
- Divide pupils into groups of seven. Ask them to line up in rows. Whisper a sentence to the first pupil in each row. (E.g. *We're going to play table tennis on Sports Day.*) The first pupil then whispers the sentence to the second one, and so on. The last pupil in the row says aloud the sentence he/ she heard. If the sentence is correct, the team wins one point. The team with the most points at the end of the game is the winner.
- To make the game more competitive, select one pupil from each group to act as teachers. These pupils should say the sentences that the class has learnt from Lessons 1 and 2, and they have to whisper different sentences to the teams.

### III. Consolidation

- Summary the lesson

- Listen and do the task

- Listen
- Do the task
- Individually
- Work in pairs
- Some Ps
- The whole class

- Listen
- Do as directed
- Listen
- Play in groups

<p><b>IV. Homework</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Remember</li> </ul>
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Date of preparation:  
**UNIT 10 : WHEN WILL SPORTS DAY BE?**  
*Lesson 3: Part 1-2-3*

**I. Objectives:**

**1 Knowledge:** By the end of this unit, pupils can

- use the words and phrases related to the topic *School events* and *Future activities*.
- say questions and answers with the correct sentence stress.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review
- - Phonics: stress on questions and answers

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play game: <i>Pass the secret!</i></p> <p><b>II. New lesson:</b></p> <p><b><i>1 Listen and repeat</i></b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to practise saying questions and answers with the correct sentence stress.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.</li> </ul> <p><b><i>2. Listen and underline the stress words. Then say aloud</i></b></p>	<ul style="list-style-type: none"> <li>- Play the game</li> <li>- Listen to the teacher</li> <li>- Listen to the tape</li> <li>- Listen and repeat in choral, groups and individual</li> </ul>

<ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and underline the stressed words.</li> <li>• Play the recording all the way through for them to listen and follow in their books. Play it again for them to do the task. Go around and offer help, if necessary.</li> <li>• Have them swap and compare their answers before checking as a class. Then ask the class to read the</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Look at the books and guess</li> <li>- Listen and write</li> </ul>
<p><b>Audio script and key</b></p> <p>1. A: <u>When will Sports Day be?</u> B: It'll be on <u>Sunday</u>.</p> <p>2. A: <u>What are you going to do on Sports Day?</u> B: I'm going to play</p>	<ul style="list-style-type: none"> <li>- Listen and check</li> <li>- Read aloud</li> <li>- Listen to the teacher</li> </ul>
<p>sentences aloud.</p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to chant <i>What are they going to do?</i> Follow the procedure in <i>Teaching the unit components in Introduction</i>.</li> <li>• Have them say the chant and check their comprehension.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition.</li> <li>• Get pupils to practise chanting and doing actions in groups.</li> <li>• Call two groups to the front of the class to chant and do actions: one group chants the questions and the other chants the answers. The rest of the class claps their hands along to the rhythm.</li> </ul> <p><b>III. Consolidation</b></p> <ul style="list-style-type: none"> <li>- Summary the lesson</li> </ul> <p><b>IV. Homework</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the chant</li> <li>- Do as directed</li> <li>- Practice in groups</li> <li>- Work in pairs</li> <li>- The whole class</li> <li>- Listen</li> <li>- Remember</li> </ul>

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Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

**Lesson 3: Part 4-5-6-7**

**I. Objectives:**

**9. Knowledge:**

- By the end of the lesson, Ps will be able to use words and phrases related to the topic about school events and future activities.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: review

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Spend a few minutes revising the chant <i>What are they going to do?</i> by getting two groups of five to the front of the class to say the chant and do actions. Ask the rest of the class to listen and clap their hands along to the rhythm.</p> <p><b>4. Read and stick</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to read and tick the correct symbols.</li> <li>• Get them to read the text and pay attention to what the characters are going to do on Sports Day. Ask pupils to work in pairs or small groups, if necessary.</li> <li>• Give them time to do the task. Go around and offer help, if necessary.</li> </ul> <p><b>5. Write about Sports Day</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to write about Sports Day at their own school.</li> <li>• Have pupils work in pairs or groups to discuss what they are going to write. Tell them to focus on what they are going to play/do in the event.</li> <li>• Give them time to do the task independently. Go around and offer help, if necessary.</li> <li>• Get them to swap and read what they have written before inviting two or three pupils to read their answers aloud.</li> </ul> <p><b>Key:</b> <i>Answers vary</i></p>	<ul style="list-style-type: none"> <li>- Read the chant</li> <li>- Listen to the teacher</li> <li>- Read the paragraph</li> <li>- Individually</li> <li>- Work in pairs</li> <li>- Some Ps</li> <li>- Answer the T's question</li> <li>- The whole class</li> <li>- Listen to the teacher</li> <li>- Do as directed</li> <li>- Write</li> <li>- Work in pairs</li> <li>- The whole class</li> </ul>

## 6. Project

- Tell the class that they are going to draw three sports.
- Ask them to work in groups of three to discuss and select three sports. Then they will decide who will do what: drawing symbols, writing sentences about the sports and telling the class about them.
- Give each group a piece of paper to draw the symbols and write the sentences. Encourage them to colour the symbols.
- Give them time to do the project.
- Invite one or two groups to present their drawings to the class and talk about the sports. (E.g. *This is swimming. Ha and Lan in our group like swimming very much. They go swimming every week.*)

- Listen

- Work in groups

- Do the task

## 7. Colour the star

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

- Read the statements

- Colour the stars

## III. Consolidation

- Summary the lesson

## IV. Homework

- Do exercises in workbook, prepare the next period.

- Listen

- Remember