**WEEK 28- Period: 109**

*Date of planning: 18/03*

*Date of teaching: 4a1, 4a2(20/03); 4a3, 4a4(21/03); 4a5(22/03)*

**UNIT 16: LET'S GO TO THE BOOKSHOP**

**Lesson 3(1,2,3)**

**I. Objectives:**

By the end of the lesson, pupils will be able to understand what a syllable is and how to divide words into syllables.

**II. Language Focus:** Spoken interaction, phonics.

+ book I want to buy a book.

+ bookshop Let's go to the bookshop.

+ bakery The bread in this bakery is delicious.

+ supermarket Let's go to the supermarket.

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), poster, sound cards ...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:**  - Spend a few minutes revising the previous lesson. Get two groups of pupils to play the game *Where and why.* | - Whole class |
| 1. **Listen and repeat.**  * **-** Tell the class that they are going to practice saying words with one, two, three and four syllable (*book, bookshop, bakery* and *supermarket*). * First, explain to pupils what a syllable is. Then put the four target words on the board, using vertical lines to divide the syllables. * Play the recording and ask pupils to repeat the words a few times. To reinforce learning, ask them to clap at each syllable as they say the words (e.g. book|shop: clap-clap). Then write the four sentences on the board. Play the recording and ask them to repeat the sentences, paying attention to the target words and syllables. * Put more words on the board, indicating the syllables with vertical lines. Ask pupils to repeat the words after you and clap at each syllable. You may use these words: to|ge|ther, good, go, want, part|ner, ci|ne|ma, a|ni|mal, film, be|cause, bread, gym, mo|ther, fa|ther. | - Whole class  - Individuals  - Pairs  - Groups |
| 1. **Listen , circle and write. Then say aloud:**  * **-** Tell pupils that they are going to listen to the recording, circle the correct options and write the answer to complete the sentences. * Give them a few seconds to read each of the sentences in silence and guess the words to fill the gap. * Have pupils listen to the recording and circle the appropriate options. Play the recording more than once, if necessary. * Give them time to write the words independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary. * Ask pupils to say the sentences aloud.   **Key**: 1 a 2 b 3 a 4 b | - Whole class  - Individuals  - Pair work  - Groups |
| **3. Let’s chant.**   * **-** Tell pupils that they are going to say the chant *Why do you want to…?* Follow the procedure in *Teaching the unit components* in *Introduction.* * Have them read the chant and check comprehension. * Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. * Put the class into two groups to practice chanting and doing actions. Each of the groups should sing one verse of the chant. | - Whole class  - Individuals  - Pair work  - Groups |
| **\* Home link**:  - Practice asking :" Why do you want to go ...?" and answering : "Because..." | Individuals |

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*Date of planning: 18/03*

*Date of teaching: 4a1, 4a2(20/03); 4a3, 4a4(21/03); 4a5(23/03)*

**UNIT 16: LET'S GO TO THE BOOKSHOP**

**Lesson 3(4,5,6)**

**I. Objectives:**

By the end of the lesson, pupils will be able to understand what a syllable is and how to divide words into syllables.

**II. Language Focus:** Spoken interaction, phonics.

+ book I want to buy a book.

+ bookshop Let's go to the bookshop.

+ bakery The bread in this bakery is delicious.

+ supermarket Let's go to the supermarket.

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), poster, sound cards ...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:**  - Spend a few minutes revising the previous lesson. Get two groups of pupils to play the game *Where and why.* | - Whole class |
| **4. Read and number:**   * **-** Tell the class that they are going to read the text and number the pictures. * Get pupils to look at the pictures and describe them. After that, have them read the text and put the pictures in the correct order. If necessary, get them to work in pairs or small groups. Teach them the words/phrases *first, then, after that and finally*, using the Language note below. * Give them to do the task independently. Go around offering help, if necessary. * Get them to swap their answers before checking as a class. * If there is enough time, let some pairs ask and answer questions about the text (e.g. *Where do Phong andMai want to go first? Why do they want to go there? Where do they want to go then?*).   **Key:**a3 b4 c2 d1 | - Whole class  - Individuals  - Groups |
| **5. Look and write:**   * **-** Tell pupils that they are going to write sentences about where the characters want to go and why they want to go there. * Have them work in pairs or groups to discuss what they are going to write. Ask them to look at the first picture and the give sentence as an example. Then they should identify the places in the pictures and think of the reasons for going there. 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 a few of them to write their answers on the board.   **Key:** 2swimming pool, he wants to swim 3 pharmacy, she wants to buy some medicine  4cinema, they want to see a film | - Whole class  - Individuals  - Pair work  - Groups |
| **6. Project**   * **-** Tell pupils that they are going to interview their classmates about where they want to go on Sunday and why they want to go there. Explain the activity and check understanding. * Give each of them a card. Ask them to copy the table from the Pupil’s Book onto their cards. | - Whole class  - Individuals  - Pair work  - Groups |
| **\* Home link**:  -Learn by heart the chant, review all the contents of Unit 16. | Individuals |

**WEEK 28- Period: 111**

*Date of planning: 18/03*

*Date of teaching: 4a1, 4a2, 4a3, 4a4(22/03), 4a5(23/03)*

**UNIT 17: HOW MUCH IS THE T-SHIRT?**

**Lesson 1(1,2)**

**I. Objectives:**

By the end of this unit, pupils can

use the words and phrases related to the topic *Prices of clothes.*

Ask and answer questions about prices of clothes (singular), using *How much is the…? It’s…*

**II. Language Focus:**

**+ *Vocabulary:*** *a T-shirt, a blouse, a scarf, a jacket, a skirt, a jumper...*

*,000 dong: thousand dong (10,000 dong, 70,000 dong, 60,000 dong..) or VND.*

***+ Sentence pattern***: *How much is the* ***T-shirt****? - It's* ***70,000 dong****.*

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), pictures of clothes and prices...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:**  Prepare pupils for this unit by teaching them the names of some clothing items (e.g. *T-shirt, blouse,scarf* and *skirt.*) You may refer to what pupils are wearing when teaching the vocabulary. | - Whole class |
| **1. Look, listen and repeat.**   * **-** Introduce the lesson by saying Look at the pictures and guess what the story is about. * - Give a few minutes for pupils to look at the four pictures and suggest what the story may be about. Then have them read the story in silence. Ask a few questions to check their comprehension: *Where are Mai and Quan? What are they doing? What is Mai wearing? What is Quan wearing? How much is the T-shirt*? * - Play the recording a few time for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. * - Teach them how to say numbers with five digits, using the Language notes below. | - Whole class  - Individuals  - Pairs  - Groups |
| **2. Point and say.**   * **-** Tell pupils that they are going to ask and answer questions about prices, using *How much is the…? It’s…* * -Teach the words scarf, blouse, jacket, skirt and jumper and have pupils repeat each word twice. * -Write the price of the five items in words on the board and get pupils to read the words twice. * -Do an example with a pupil using Picture a. Then have pupils work in pairs before inviting one or two pairs to role-play the dialogue.   **Work in pairs. Ask your partners the prices of the clothes above.**   * - Tell pupils that they are going to work in pairs and ask and answer questions about prices of the clothes above. * - Set a time limit for the activity and circulate to monitor and offer help, if necessary. * Invite one or two pairs to act out the exchanges. | - Whole class  - Individuals  - Pair work  - Groups |
| **3. Listen and tick**   * - Introduce the activity by saying *You are going to listen to three conversations and tick the correct box under each picture.* * - Give a few seconds for pupils to look at the four pictures and read the prices. Ask them to say the prices aloud. * - Play the recording three times: once for pupils to listen all the way through, a second time for them to do the task and finally for them to check the answers. Ask them to focus on the price of each item. * - Get pupils to swap their answers before you check as a class.   **Key:** a 3b 1 c 2 | - Whole class  - Individuals  - Pair work  - Groups |
| ***\* Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 1: 3,4,5 | Individuals |

**WEEK 28- Period: 112**

*Date of planning: 18/03*

*Date of teaching: 4a1, 4a2, 4a3, 4a4, 4a5(24/03)*

**UNIT 17: HOW MUCH IS THE T-SHIRT?**

**Lesson 1(3,4,5)**

**I. Objectives:**

By the end of this unit, pupils can

use the words and phrases related to the topic *Prices of clothes.*

Ask and answer questions about prices of clothes (singular), using *How much is the…? It’s…*

**II. Language Focus:**

**+ *Vocabulary:*** *a T-shirt, a blouse, a scarf, a jacket, a skirt, a jumper...*

*,000 dong: thousand dong (10,000 dong, 70,000 dong, 60,000 dong..) or VND.*

***+ Sentence pattern***: *How much is the* ***T-shirt****? - It's* ***70,000 dong****.*

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), pictures of clothes and prices...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:**  Prepare pupils for this unit by teaching them the names of some clothing items (e.g. *T-shirt, blouse, scarf* and *skirt.*) You may refer to what pupils are wearing when teaching the vocabulary. | - Whole class |
| **4. Look and write.**   * - Tell pupils that they are going to look at the clothes and write the price for each item. * - Go through every picture with pupils and ask them to identify the names of the clothing items and their prices. Then have them look at the worked example and write the answers for the other pictures. Remind them to mention the colour of each item. * - Set a time limit for them to fill the gaps. * - Call some pupils to read aloud their sentences and check the answers as a class.   **Key:**2 yellow jumper, forty thousand dong 3 red jacket, sixty thousand dong  4 green skirt, seventy thousand dong 5 purple/pink blouse, fifty thousand dong | - Whole class  - Individuals  - Pairs  - Groups |
| **5. Let’s play:**   * **-** Introduce the activity and remind pupils how to play the game *Pelmanism*. * - Prepare some cards with images of clothing items and the matching words for the items. Put pupils in groups of six. Give each group a set of cards. (You may prepare one set of cards and then photocopy them.) Each group should distribute the cards on the table, face down. A pupil turns over another pair of cards. If the cards do not match, they should be turned face down again and the next pupil should have a go. The pupil with most cards at the end of the game is the winner. * - Set a time limit for pupils to play the game in pairs. * - Invite a few pairs to ask and answer questions about the clothing items on the cards (e.g. *What is this? It’s a red jacket*.) | - Whole class  - Individuals  - Pair work  - Groups |
| **\* Home link**:  - Learnt by heart words on clothes.  - Practice asking and answering about the prices of casual clothes. |  |