

Week: 25
Period: 49

Date: Thứngàytháng năm 20...
Teaching date:

UNIT 15:WHEN'S CHILDREN'S DAY?

Lesson 1

I. Objectives:

By the end of this unit, pupils can

- use the words and phrases related to the topic *Festivals*..
- Ask and answer questions about popular festivals, using *When is + (festivals)? It's on...*

II. Language Focus:

+ **Vocabulary:** *New Year, Children's Day, Teacher's Day, Christmas,Tet...*

+ **Sentence pattern:** *When's is Christmas? - It's onthe twenty fifth of December.*

III. Resources: Ss' book, recording, computer, stereo, (projector), picture of festivals ...

IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	Warm-up: Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to talk about their family members (e.g. My mother's name is Lien. She's a nurse. She works in a hospital in the town. She's slim and tall.)	Spoken Interaction	Whole class
8'	1. Look, listen and repeat. - Tell the class that they are going to find out about how to ask and answer questions about popular festivals. - Ask pupils to look at the four pictures to discuss the context in which the language is used. Ask questions such as Who are they? Where are they? And What are they talking about? (In picture a, Mai looks smart because she is having a party. In picture b, Tom asks	Spoken Interaction	Whole class Individuals Whole class

	<p>Mai about the party, using what party is it? And she answers It's a party for Children's Day, In Picture c, Tom asks When is it? And Mai answers It's on the first of June. In Picture d, Mai invites Tom to join their party.)</p> <ul style="list-style-type: none"> - Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. - Play the recording again so the class can listen and repeat. 		
10'	<p>2. Point and say.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to practice ask and answer questions about popular festivals. - Have them look at the bubbles to understand how the question and answer are used. Then ask them to look at the four pictures to identify the festivals. Teach the words and phrases under the pictures. - Point to the first picture and do the task with one pupil as a model. Using the question and answer in the bubbles and the words under the picture. (Teacher: When is New Year? Pupil: It's on the first of January.) Ask pupils to say the question and the answer chorally. Repeat the same procedure with the rest of the pictures. - Ask pupils to practise in pairs, using the prompts in the bubbles and the words/phrases under the pictures. Monitor the activity and offer help, if necessary. 	<p>New words and structures/ function</p>	<p>Individuals</p> <p>Pairs</p> <p>Groups</p>

<p>10'</p>	<ul style="list-style-type: none"> - Select some pairs to demonstrate the task in front of the class. Check as a class. Work in pairs. Ask your partners about holidays and festivals in Viet Nam and other countries. - Tell pupils that they are going to practise asking and answering questions about popular festivals/holidays, using <i>When is ...? It's on....</i> - Ask pupils to suggest festivals/holidays in Viet Nam and other countries, and write them on the board. - Have pupils work in pairs: One pupil asks <i>When is + (festival/holiday)?</i> And the other answers <i>it's on ...</i> Monitor the activity and offer help, if necessary. - Select some pairs to role-play the dialogue in front of the class. The rest of the class observes. 		
<p>8'</p>	<p>3. Listen and tick</p> <ul style="list-style-type: none"> - Tell the class that they are going to listen to three dialogues about some popular festivals and tick the correct pictures. - Have pupils look at the picture to identify the festivals. (1a. Christmas (25thDecember). 1b. New Year (1st January). 1c. Children's Day (1st June). 2a. Teachers' Day (20thNovember). 2b. Christmas (25th December). 2c. New Year (1st January). 3a. Christmas (25th December). 3b. Halloween (31st October). 3c. Children's Day (1st June). Explain that Halloween is celebrated on 31stOctober, where children dress as ghosts and ask neighbours for sweets. Check understanding. 	<p>Listening Activities</p>	

	<p>- Play the recording more than once, if necessary.</p> <p>- Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the names of festivals.</p> <p>- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.</p> <p>Key: 1.b 2.a 3.c</p> <p>Audio script: Akiko: You look smart today, Tom Tom: We are going to have a party for New Year. Akiko: When is New Year in your country? Tom: It's on the first of January. Linda: Mai, you have lots of beautiful flowers. Mai: yes. For our teachers. We are having Teachers' Day! Linda: When is it? Mai: It's on the twentieth of November. Tom: Where are you going, Phong? Phong: I'm going to the supermarket. I want some cakes and sweets for Children's Day Tom: Children's Day? When is it? Phong: It's on the first of June.</p>		
5'	<p>4. Look and write.</p> <p>- Tell pupils that they are going to complete the answers to the questions about popular festivals, using the picture cues.</p>	Writing activities	

	<p>- Give them a few seconds to look at the answers and to guess the missing words they need to fill the gaps. Then focus their attention on the pictures. Check comprehension.</p> <p>Get pupils time to do the task independently. Go around and offer help, if necessary.</p> <p>- Get them to swap their answers before checking as a class. If there is enough time, call some pairs of pupils to act out the dialogues.</p> <p>Key: 1. the twenty-fifth of December. 2. the twentieth of November 3. the first of June</p>	Words and structures	
5'	<p>5. Let's sing:</p> <p>- Tell the class that they are going to sing the song <i>Happy New Year</i>. Teach the song, following the procedure in <i>Teaching the unit components in Introduction..</i></p> <p>- First, have pupils read each line of the lyrics aloud. Do choral and individual repetition. Check comprehension. Then play the recording all the way through.</p> <p>- Ask pupils to do choral and individual repetition of the song line by line.</p> <p>When they are familiar with the tune, ask a group of four pupils to the front to sing the song.</p> <p>- Have the class sing the song again and clap their hands or do actions to reinforce learning.</p>	Song	

Week: 25
Period: 50

Date: Thứngàytháng năm 2016.
Teaching date:-2016

UNIT 15: WHEN'S CHILDREN'S DAY ?

Lesson 2

I. Objectives:

- By the end of this unit, pupils will be able to ask and answer questions about what people do at a festival, using *what do you do at/on + (festivals)? I...*

II. Language Focus: Spoken interaction, words and structures/ function.

* Sentence Patterns: What do you do at Tet? - I wear nice clothes.

* Vocabulary: make banh chung, decorate the house, watch firework displays, visit grandparents, wear nice clothes, get lucky money from ..., go to Tet markets...

III. Resources: Ss' book, recording, computer, stereo, (projector), poster, picture cards ...

IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	Warm-up: Spend a few minutes revising the previous lesson by calling some pupil to the front of the class to sing <i>Happy New Year!</i> The class may sing the song together and clap hands or do actions.	Spoken Interaction. Song	Whole class

7'	<p>1. Look, Listen and repeat:</p> <p>Tell the class that they are going to find out about how to ask and answer questions about what people usually do at a festival.</p> <p>Ask pupil to look at the four pictures to identify the characters and the context in which the language is used. Ask pupil questions such as <i>Who are they? Where are they? What are they doing?</i> (In Picture a, Mai is decorating the house. In Pictures b to d, Linda asks Mai <i>What do you do at Tet?</i> and Mai answers <i>I wear nice clothes. I eat a lot of banh chung and I get lucky money from my parents.</i>) Check comprehension.</p> <p>Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.</p> <p>Play the recording again for pupils to listen and repeat.</p>	Spoken interaction	<p>Whole class</p> <p>Individuals</p> <p>Individuals</p> <p>Whole class</p> <p>Pairs</p>
6'	<p>2. Point and say.</p> <p>- Tell pupils that they are going to practice asking and answering question about what people do at Tet.</p> <p>Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what people do at Tet. Teach the phrases <i>make banh chung, decorate the house, watch firework displays and visit grandparents.</i></p> <p>Point to the first picture and model the task with one pupil, using the question in the first bubble</p>	New words and structures Say and Respond	<p>Individuals</p> <p>Pairs</p> <p>Groups</p>

	<p>and the phrase under the picture for the answer. (Teach: <i>What do you do Tet?</i> Pupil: <i>I make banhchung</i>). Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures. Ask pupils to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to role-play the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.</p>		
10'	<p>3. Let's talk - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Ask them to work in pairs, one asking the questions <i>When is + (festival)?</i> And <i>What do you do at/on + (festival)?</i> And the other giving the answers. You may suggest more phrases for pupils to use (e.g. <i>Tet, Teachers' Day, Children's Day, New Year, Christmas, go shopping, buy food and drink, play sports and games, visit teachers and friends</i>). Select some pairs to role-play the dialogue in front of the class.</p>	Spoken interaction	<p>Whole class Individuals Pairs Groups</p>
6'	<p>4. Listen and number. - Tell the class that they are going to listen to four dialogues and circle the phrases to complete the answers to the question <i>What do they do at Tet?</i> First, ask pupils to read the question. Then have them look at the each answer and guess what Phong and his family do at Tet.</p>		<p>Whole class Individuals</p>

1'	<p>* Home link: - Practice singing: "What do they look like?" at home.</p>		Whole class
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Anticipated problems:

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Week: 26
Period: 51

Date: Thứngàytháng năm 2016.
Teaching date:-2016.

UNIT 15: WHEN'S CHILDREN'S DAY?
Lesson 3

I. Objectives:

- By the end of the lesson, pupils will be able to pronounce the sounds of the letters *cl* and *fl* in the words *clothes*, *close*, *flowers* and *floor* respectively.

II. Language Focus: Spoken interaction, phonics.

- + **cl** *clothes* She wears new **cl**othes at Tet.
- close* **C**lose the door.
- + **fl** *flowers* My mother buys lots of **fl**owers for Tet.
- floor* I clean the **fl**oor.

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

IV. Procedure:

Time	Learning activities	Language Focus	Modes
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3'	<p>Warm-up: Spend a few minutes revising the previous lesson by calling a group of four pupils to the front of the class to play the game Physical line-up, using the sentence halves you prepared for the last lesson.</p>	Spoken Interaction. Song	Whole class
8'	<p>1. Listen and repeat. - Tell pupils that they are going to practise pronouncing the sounds of the letters cl and fl in the words clothes, close, flowers and floor respectively. First, put the letters cl and fl on the words clothes, close, flowers and floor on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording more than once, if necessary and let pupils say the sentence. Do choral individual repetition of the sounds, words and sentences until pupils feel confident. Get some pupils to say the sounds, words and sentences in front of the class. Check as a class and correct the pronunciation, if necessary.</p>	Phonics	Whole class Individuals Whole class Individuals Whole class

<p>6'</p>	<p>2. Listen and tick. Then write and say aloud:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to the recording and complete the sentences. <p>Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.</p> <p>Have pupils listen to the recording and write the words to complete the sentences. Play the recording more than once, if necessary. Go around and offer help.</p> <p>Have them swap their answers before checking as a class.</p> <p>Ask pupils to read the sentences aloud. Check as a class or correct pronunciation, if necessary.</p> <p>Key: 1 flowers 2 Close 3 clothes 4 floor</p> <p>Audio script</p> <ol style="list-style-type: none"> 1. We give our teachers lots of flowers on Teachers' Day. 2. Close the door, please. 3. The clothes are beautiful. 4. She's cleaning the floor now. 	<p>Phonics</p>	<p>Individuals</p> <p>Pairs/ groups</p>
<p>10'</p>	<p>3. Let's chant.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to say the chant <i>What do you do at Tet?</i> Follow the procedure in <i>Teaching the unit components in Introduction.</i> <p>Have them read the chant and check comprehension.</p> <p>Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show</p>	<p>Spoken interaction</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>

	<p>them how to chant and do actions. Call one group of four to give a demonstration.</p> <p>Get groups to sit opposite of each other and practice chanting and doing actions. Go around and offer help, if necessary.</p> <p>Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.</p>		
7'	<p>4. Read and write:</p> <p>Tell pupils that they are going to read the text about Tet and complete the sentences.</p> <p>First, have them read the incomplete sentences under the text and elicit what words they need to fill the gap. Focus pupils on the activities children do at Tet. Then ask them to read the text to find appropriate information to complete the sentences (e.g. <i>What festival is it soon? What does Mai's family buy? What do they decorate, make and watch? Who do they visit?</i>).</p> <p>Give pupils time to do the task independently. Go around offering help, if necessary.</p> <p>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.</p> <p>Key: 1 Tet 2 flowers 3 their house, banhchung</p> <p>4 the firework displays 5 their grandparents, teachers, friends</p>	Reading activities	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>

<p>5'</p>	<p>5. Write about your Tet: Tell pupils that they are going to write a short paragraph about Tet. They may use the information from Activity 4. Have pupils work in pairs or groups to discuss what they do at Tet. Focus pupils on the things they do before Tet and during Tet. Check comprehension. Give pupils time to do the task independently. Go around and offer help, if necessary. Get pupils to swap their answers. If there is time, ask one pupil to write the paragraph on the board or read it aloud. Key: <i>Pupils' own answers</i></p>	<p>Supportive activities to reinforce learning</p> <p>Writing Activities</p>	<p>Whole class Individuals Pairs Groups</p>
<p>5'</p>	<p>6. Project - Tell the class that they are going to make greeting cards for Tet and write wishes to their friends. Explain the task and check understanding. Give each pupil a small card and some colour pencils. Ask them to draw a card for Tet. After decorating the cards, they should copy the text from the Pupil's Book and fill in the information. Give them time to do the task during the lesson or ask them to do it as homework. Get pupils to swap their cards in pairs. Call some of them to the front of the class and read aloud what their partners have written. Example: <i>To: QuocAnh</i></p>	<p>Supportive activities to reinforce learning</p>	<p>Whole class Individual Pairs Individual</p>

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