**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1: 1,2,3**

**I.DESIRED OBJECTIVES**

- Contexts in which pupils ask and answer questions about if someone was somewhere in the past

- Correctly say the phrases and use *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.*to ask and answer questions about if someone was somewhere in the past.

- Enhance the correct use of *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past in a freer context.

- Show pride in where they were to and what they did in their summer holidays.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm- up**

- Greet the class.

- Sing a song: Hello song

**2. Activity 1: Look, listen and repeat**

- T asks students to look at the two pictures and answer questions to identify the situation for the conversation (T and whole class; If SS are good, T can let them discuss in groups with the guided question)

1. Who are they? (Bill and Mai)

2. Where are they? (In the park / at the school yard….)

3. What are they doing? ( talking about where they were in the past)

- T plays the recording more than once, if necessary, ask students to listen and repeat the dialogue.

- Ss do choral and individual repetition, pointing to the characters speaking.

- T plays the recording again for students to listen and repeat.

- Ask pupils to practice in pairs to act out the dialogue.

- Go round and check pupils can repeat and understand the dialogue.

- T elicits the sentence patterns:

+Draw pupils’ attention to the question :Were you in the countryside last weekend? Yes, I was/ No, I was not.Tell pupils that they are the question and the answers about if someone was somewhere in the past.( say the sentence patterns: whole class/ pairs/ Individual)

\*Assessment: Give oral comments : pronunciation and voice with the words in each bubble

**3.Activity 2: Listen, point and say.**

- We are going to use :Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t. to ask and answer questions about if someone was somewhere in the past.

\*T teaches newwords: - Using mind map to teach newwords.

 In the countryside

at the campsite

 In the mountain

 On the beach At the zoo

+T models(3 times)

 + Choral repetition *(3 times).*

 + Individual repetition *(3 ss)*

- Checking: Rub out and remember

- Ss take note

\*Look, listen and repeat:

**-** Have pupils look at Pictures and identify the characters and the locations in the pictures.

- T plays the recording more than once. Ask ss listen and repeat the phrase.

**-** Have pupils point at Picture a, listen to the recording and repeat the phrase (*at the zoo*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.

- Have the class repeat the questions and answers a few times.

**-** Have pairs practise asking and answering the question *Were you \_\_\_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.*

- Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

\*Assessment: Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4. Activity 3: Let’s talk**

- We are going to :*Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past in a freer context.

- Draw pupils’ attention to the pictures. Ask questions to help them identify the places.

- Ask ss work in pairs and have them practise asking and answering questions about if someone was somewhere in the past.

- Set time for Ss to ask and answer.

- Invite a few pairs to the front of the class to ask and answer questions about if someone was somewhere in the past, using the picture cues. Praise pupils if they perform well.

\*Assessment :- Student’s interaction and performance

**5. Wrap - up**

+Ask students to answer the following question:

- What have you learnt from the lesson today? (- Use the phrases at the campsite, at the zoo, in the countryside, on the beach in relation to the topic “Our summer holidays”.

- Use sentence patterns Were you \_\_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t. to ask and answer questions about if someone was somewhere in the past.)

 \***Preparation for the project**: Tell pupils about the project on page 73. Ask them to make their mind maps of where they were on holiday in the previous summer by writing about places, people, food, etc. They will present the results to the class at the Project time.

**IV.REGULATION:**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..………

***Date of teaching:20/12/ 2024***

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1: 4,5,6**

**I.DESIRED OBJECTIVES**

By the end of the lesson. Students will be able to:

- Listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.

- Complete two gapped sentences and two gapped exchanges with the help of picture cues.

- Sing the song *Were you on the beach yesterday?*with the correct pronunciation, rhythm and melody.

- Show pride in where they were and what they did in their summer holidays.

- Respect different countries and cultures from all over the world.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm- up**

- Greet the class.

- Sing a song: head, shoulder,…..

**2.Activity 4: Listen and tick**

**-We are going to** listen two communicative contexts about if someone was somewhere in the past and tick the correct pictures.

**-** Draw pupils’ attention to the pictures .Ask questions to help pupils identify the characters and their activities.

 + How many numbers are there? Who are they? Where are they? What did they do?

**-** Play the recording for pupils to listen. Then play the recording again for them to tick the correct picture.

**-** Tell pupils to swap books with a partner, then check answers together as a class. Play the recording again for pupils to double-check their answers.

Key:1b 2a

\* Assessment tools: Observation; Answer keys

**3.Activity 5. Look, complete and read.**

**- We are going to** complete two gapped sentences and two gapped exchanges with the help of picture cues.

- Have pupils look at the pictures. Get them to identify the characters and places in the pictures.

 + Picture a: Where was he yesterday?

 B: Where is it? ……..

**-** Have pupils look at the gapped sentences. Draw their attention to the missing words in the gapped sentences.

**-** Model Sentence 1. Have pupils look at the first sentence. Ask them what words are missing (*the campsite*). Then have pupils complete the sentence (*I was at the campsite yesterday.*). Repeat the same procedure with Sentence 2 and Exchanges 3 and 4.

**-** Have pupils complete the gapped sentences individually and ask two pupils to read them aloud.

\*Assessment - Performance products: Student's talks and interaction

- Assessment tools: Observation; Answer keys

**4.Activity 6. Let’s sing.**

**- We are going** to sing the song *Were you on the beach yesterday?*with the correct pronunciation, rhythm and melody.

**-** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the places to reinforce their understanding.

**-** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.

**-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

**-** Play the recording all the way through for pupils to sing along.

- Play the recording again for pupils to sing and clap along with the recording.

**\*Play Fast food game (**ppt)

- Divide the class into 3 teams.

- Pupils from each team take turns to choose a letter and answer a question.

- Pupils who answer correctly will get some points.

 - Rule: + Let students choose letters to answer questions

+ If students’ answer is correct, click the clown on the right to see how many hamburgers the pupils can get.

+ If students’ answer is incorrect, click the man on the left to go back to the Letter Board.

**5. Wrap –up.**

-Ask students to answer the following questions:

*1.What have you learnt from the lesson today?*

(Use the phrases *at the campsite, at the zoo, in the countryside, on the beach* to ask and answer questions about if someone was somewhere in the past.)

**IV. REGULATION:**

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***Date of teaching:21/12/ 2024***

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2:1,2,3**

**I.DESIRED OBJECTIVES**

By the end of the lesson. Students will be able to:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past.

- Correctly say the words and use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past.

- Enhance the correct use of *Where were you last summer? – I was in\_\_\_\_.* to ask and answer questions about where someone was in the past in a freer context.

-Show pride in the travelling experience in their summer holidays.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm- up**

- Greet the class.

- Sing a song: Were you on the beach yesterday?

**2. Activity 1: Look, listen and repeat.**

- T asks students to look at the two pictures and answer questions to identify the situation for the conversation (T and whole class; If SS are good, T can let them discuss in groups with the guided question)

1. Who are they? (Nam and Mary)

2. Where are they? (at the school yard)

3. What are they doing? ( talking about where they were in last summer)

- T plays the recording more than once, if necessary, ask students to listen and repeat the dialogue.

- Ss do choral and individual repetition, pointing to the characters speaking.

- T plays the recording again for students to listen and repeat.

- Ask pupils to practice in pairs to act out the dialogue.

- Go round and check pupils can repeat and understand the dialogue.

- T elicits the sentence patterns:

+Draw pupils’ attention to the question : Draw pupils’ attention to the question *Where were you last summer?*and the answer *I was in Tokyo*.

- Tell pupils that they are the question and answer about where someone was in the past.

.( say the sentence patterns: whole class/ pairs/ Individual)

\*Assessment: Give oral comments : pronunciation and voice with the words in each bubble

**3.Activity 2: Listen, point and say.**

- We are going to use : *Where were you last summer?*and the answer *I was in Tokyo*. to ask and answer questions about if someone was somewhere in the past.

\*T teaches newwords: - Using mind map to teach newwords.

 London

 Tokyo

 Bangkok

 Sydney

+T models(3 times)

 + Choral repetition *(3 times).*

 + Individual repetition *(3 ss)*

- Checking: Rub out and remember

- Ss take note

\*Look, listen and repeat:

**-** Have pupils look at Pictures and identify the characters and the locations in the pictures.

- T plays the recording more than once. Ask ss listen and repeat the phrase.

**-** Have pupils point at Picture a, listen to the recording and repeat the phrase (*Lodon*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.

- Have the class repeat the questions and answers a few times.

**-** Have pairs practise asking and answering the question: *Where were you last summer?I was in …*

- Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

\*Assessment: Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4. Activity 3: Let’s talk**

- We are going to : *Where were you last summer? – I was in\_\_\_\_.* to ask and answer questions about if someone was somewhere in the past in a freer context.

- Draw pupils’ attention to the pictures. Ask questions to help them identify the places.

- Ask ss work in pairs and have them practise asking and answering questions about if someone was somewhere in the past.

- Set time for Ss to ask and answer.

- Invite a few pairs to the front of the class to ask and answer questions about if someone was somewhere in the past, using the picture cues. Praise pupils if they perform well.

\*Assessment : - Student’s interaction and performance

+ **Game : pass the ball**

- T introduces about the game

*-*  Have ss time to play game.

- T monitors the activity and help, if necessary.

- T gets feedback.

**5.Wrap-up**

+Ask students to answer the following questions:

*What have you learnt from the lesson today?*

(Use the sentence pattern *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past.)

**IV. REGULATION:**

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***Date of teaching:25/12/ 2024***

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2:4,5,6**

**I.DESIRED OBJECTIVES**

By the end of the lesson. Students will be able to:

- Listen to and understand four communicative contexts about where someone was in the past and match the correct pictures.

- Complete two gapped dialogues with the help of picture cues.

﻿- Review target words to make sentences about where someone was in the past by playing the game *Making sentences*.

- Show pride in the travelling experience in their summer holidays.

**II. INSTRUCTIONAL RESOURCES**

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm up:**

**2.Activity 4: Listen and match.**

 **Goal:** To listen to and understand four communicative contexts about where someone was in the past and match the correct pictures.

**Procedure:**

**-** Draw pupils’ attention to the characters and pictures. Ask questions to help pupils identify the characters and the places.

 1. How many numbers are there ? Who are they? What places are they?

+ Listen and match: - 1st: T plays the recording for sts to listen.

 2nd: T plays the recording again for them to do the task by matching the characters to the correct places.

 3rd: Play the recording again for sts listen and check their answers(if

necessary)

**-** Ss swap books with a partner, then check answers together as a class.

- T gets feedback

- Play the recording again, sentence by sentence, for the class to listen and repeat individually and in chorus.

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

\*Assessment: through their keys, their pronunciation.

**3. Activity 5: Look, complete and read.**

**\* Goal:** To complete two gapped dialogues with the help of picture cues.

**\* Procedure:**

**-** Have ﻿pupils look at the pictures. Get them to identify the characters and the places in the pictures.

1.Who are they? (Linh and Nam)

2. Where was Linh Last summer?

3. Where was Nam last summer?

**-** Have pupils look at the two gapped exchanges.

- Draw their attention to the missing words in the questions and answers.

+ Tmodels Exchange 1. Have pupils look at the first gap: What word is missing? ( London)

1. What word is missing in the second answer?( yes)

+ Set time for Ss to do the task.( 3 minutes)

* Work in pairs to do the tasks.
* Share their answer.( in groups)

-T gives feedback.

- Ask some pairs to read them aloud.

**Key:**

1. London/Yes 2. Where/was/No

\*Assessment: through their keys, their pronunciation.

**4. Activity6: Let’s play a game..**

**\* Goal:** To ﻿review target words to make sentences about where someone was in the past by playing the game *Making sentences*.

**\* Procedure:**

**-** Tell ﻿pupils that they are going to play the game *Making sentences* in groups of four or five

**-** Nominate one pupil in each group as a leader. The leader says a sentence and the other group members have to stand in a line, holding the word cards to make a sentence. For example: *Where were you last summer?*

**-** Set a time limit for the groups to play the game.

**-** Invite two groups to the front of the class to play the game.

- Have the class give comments and announce the winner. The group that makes the most correct sentences will win.

**\*Game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a number, then answer the question.

- Pupils answer correctly and get some points.

**5.Wrap-up**

+Ask students to answer the following questions:

*What have you learnt from the lesson today?*

**IV. REGULATION:**

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***Date of teaching:26/12/ 2024***

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3:1,2,3**

**I.DESIRED OBJECTIVES**

By the end of the lesson. Students will be able to:

- Correctly repeat the sounds of letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?*

- Identify the target words *where* and *were* while listening.

- Say the chant with the correct rhythm and pronunciation.

- Show pride in the travelling experience in their summer holidays.

**II. INSTRUCTIONAL RESOURCES**

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm up:**

**-** Greet the class.

- Sing : hello song

**2. Activity 1: Listen and reapeat**

**\* Goal:** To correctly repeat the sounds of letters *ere* in isolation, in the word *were* (/ə/) as in the sentence *Were you on the beach last summer?* and the word *where* (/eə/) as in *Where were you last weekend?*

**\* Procedure:**

**-** T introduces the letter **ere** , the sound / ere/ in the word were and the sentences were on the beach last summer?

- T introduces the letter **ere** , the sound / ere/ in the word where and the sentences where were you last weekend?

- T opens the video on Hoclieu.vn.Ss listen and repeat.

- Play the recording and encourage them to point to the letters, the word and the sentence individually and in chorus while listening.

**-** Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

**-** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

- Invite some Ss to stand up, listen to and repeat.( 3sts)

**\*Assessment :** Observation; Questions & Answers

**3.Activity 2: Listen and circle.**

**\* Goal:** To identify the target words *where* and *were* while listening.

**\* Procedure:**

**-** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

**-** Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.

**-** Ss swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

**-** Play the recording again for pupils to double-check their answers.

- Invite one or two pupils to stand up, listen to and repeat the sentences.

**\*Assessment :** Observation; Questions & Answers

**4. Activity 3: Let’s chant**

- Present the activity: Have pupils read the chant.

-Write the words to the chant on board

-Use visuals (picture,flashcard,..)to demonstrate key words

-First say the chant to the student while clapping of finger to mark the beat of music

- Play the recording all the way through for pupils to listen.

-Ask Ss repeat line by line until they are able to follow along.

**-** practice chanting and doing action

**-** Divide the SS in two groups for practice.

 - Invite one or two groups to say the chant and do actions.

(Give feedback: *you chant beautifully/well/wonderfully......)*

**5.Wrap-up**

+Ask students to answer the following questions:

*What have you learnt from the lesson today?*

**IV. REGULATION:**

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***Date of teaching:25/12/ 2024***

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3:4,5,6**

**I.DESIRED OBJECTIVES**

By the end of the lesson. Students will be able to:

﻿- Read two texts and complete the sentences about Mai’s and Tony’s summer holiday.

- Read and complete a gapped paragraph about where someone was on holiday in the previous summer.

- Make ﻿a mind map of where pupils were on holiday in the previous summer and use the notes to make a presentation to the class.

- Show pride in the travelling experience in their summer holidays.

**II. INSTRUCTIONAL RESOURCES**

- Hoclieu.vn

- Computer, projector

**III.LEARNING PLAN**

**1.Warm up:**

**-** Greet the class.

- Sing : hello song

**2.Activity 4: Read and complete**

**\* Goal:** To read two texts and complete the sentences about Mai’s and Tony’s summer holiday.
**\* Procedure:**

**-** Draw pupils’ attention to the four incomplete sentences below the texts. Elicit the answers to Sentence 1 (about a place), Sentence 2 (about Ha Long Bay), Sentence 3 (about the people in London), and Sentence 4 (about Mai’s and Tony’s feelings about their summer holidays).

**-** Have pupils read the texts to find the information and complete the four sentences.

**-** Set a time limit for pupils to do the task individually. Go around the classroom and offer help where necessary.

**-** Get pupils to compare their answers with a partner, then check answers together as a class.

**Key:** 1. Ha Long Bay 2. beautiful 3. helpful 4. Great

**\*Assessment :-**Through their answers

**3.Activity 5. Let’s write.**

**\* Goal:** To ﻿read and complete a gapped paragraph about where someone was on holiday in the previous summer.

**\* Procedure:**

**-** Tell pupils to read the gapped paragraph and fill in the gaps with the information about the place where they were on holiday in the previous summer. Tell pupils that the gaps in the text focus on the descriptions of locations, people, food and their feelings of their holidays. Check comprehension.

**-** Have pupils look at and do the second gapped sentence together as an example. Ask them to read the sentence and elicit the location. Then have them write the location in the gap.

**-** Give pupils time to complete the paragraph independently. Go around the classroom and oﬀer help if necessary.

**-** Get pupils to swap their books with a partner and check their answers.

**Suggested answer:**

*I am Tram. Last summer, I was on holiday in Ha Long Bay with my family. The scene was beautiful. The food was delicious. The people were friendly and helpful. My holiday was great.*

**4.Activity 6. Project.**

**\* Goal:** To make ﻿a mind map of where pupils were on holiday in the previous summer and use the notes to make a presentation to the class.

**\* Procedure:**

**-** Tell ﻿pupils about the goal of the activity. Explain that they have to look at the notes in their mind maps and present the results to the class.

**-** Have pupils work in groups of five. Each pupil looks at the notes in his / her mind map and tells the group about where he / she was on holiday in the previous summer, and describes the place.

**-** Invite a few pupils to look at the notes in their mind maps and tell the class about them, e.g. *Last summer, I was on holiday in NhaTrang. The beach was beautiful* ...

**-** Have the rest of the class give comments and praise pupils if they perform well.

**Play Game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a number, then answer the question.

- Pupils answer correctly and get some points corresponding to the number they choose.

**5. Wrap –up:**

Ask students to answer the following questions:

*What have you learnt from the lesson today?*

﻿(- Read and write about if someone was somewhere and where someone was in the past.

- Make a mind map of where pupils were on holiday in the previous summer and present the results to the class at Project time.)

**IV. REGULATION:**

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