**Week: 17**

**Date of teaching: /11/2023**

**Period: 65**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 (4-6)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

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*.

. Skills:Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in the travelling experience in their summer holidays

**II. RESOURCES**

- Student’s book: Page 71

- Audio track 103

- Teacher’s guide: Pages 145, 146

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Greet the class.- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about where someone was in the past.– Ask pupils to open their books at page 70 and look at *Unit 10, Lesson 2, Activity 4*.2.New Lesson:Activity 4. Listen and match. 5 minutesGoal: To listen to and understand four communicative contexts about where someone was in the past and match the correct pictures. -Draw pupils’ attention to the characters and pictures. Ask questions to help pupils identify the characters and the places. -Play the recording for pupils to listen. Play the recording again for them to do the task by matching the characters to the correct places. Play the recording a third time to give pupils another listening opportunity. -Check answers together as a class. Play the recording again for pupils to double check their answers.Extension: If time allows, play the recording again, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.Key: 1. d 2. c 3. a 4. BActivity 5. Look, complete and read. 10 minutes Goal: To complete two gapped dialogues with the help of picture cues. -Have ﻿pupils look at the pictures. Get them to identify the characters and the places in the pictures. -Have pupils look at the two gapped exchanges. Draw their attention to the missing words in the questions and answers. -Model Exchange 1. Have pupils look at the first gap. Ask them what word is missing (*London*). Then have them complete the answer (*I was in London.*). Get them to guess the missing word in the second answer (*Yes*) and complete the answer (*Yes, it is.*). -Repeat the same procedure with Exchange 2. Have pupils complete the gaps individually. Check their answers as a class and ask a few pairs to read them aloud.Activity 6. Let’s play. 8 minutes Goal: To ﻿review target words to make sentences about where someone was in the past by playing the game *Making sentences*. -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.3.Wrap up:- Divide the class into 3 teams. - Pupils from each team choose a number, then answer the question.- Pupils answer correctly and get some points.Option 2: Ask students to answer the following questions: *What have you learnt from the lesson today?* (Use the target words ﻿*Bangkok, London, Sydney* and *Tokyo* in relation to the topic “Our summer holidays to make sentences about where someone was in the past.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 17**

**Date of teaching: /11/2023**

**Period: 66**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3 (1-3)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in the travelling experience in their summer holidays

**II. RESOURCES**

- Student’s book: Page 72

- Audio tracks 104, 105, 106

- Teacher’s guide: Pages 147, 148

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Spend a few minutes revising the previous lesson by asking pupils to play the game *Board race* using the language learnt.- Ask pupils to open their books at page 32 and look at *Unit 4, Lesson 3, Activity 1.*2.New Lesson:Activity 1. Listen and repeat. 5 minutes 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?* -Draw pupils’ attention to the letters *ere*, the word *were* and the sentence *Were you on the beach last summer?* 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. -Repeat Steps 1 and 2 for the letters *ere*, the word *where* and the sentence *Where were you last weekend?* -Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.Activity 2. Listen and circle. 10 minutes Goal: To identify the target words *where* and *were* while listening. -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. -Tell pupils to 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.Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.Activity 3. Let’s chant. 8 minutesGoal: To read two texts and complete the sentences about Mai’s and Tony’s summer holiday. -Draw pupils’ attention to the lyrics of the chant. Check their comprehension. -Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter *ere* in the words *were* and *where*. -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 chant. Encourage them to clap along while chanting.Extension: Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along.Play Game (ppt)- Divide the class into 3 teams. - Pupils from each team choose a letter, then answer the question.- Pupils answer correctly and get some points corresponding to the letter they choose.3.Wrap up:Ask students to answer the following questions: *What have you learnt from the lesson today?* (- Identify the target words *where* and *were* while listening.- Say the chant with the correct rhythm and pronunciation.) | -Listen to the techerWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 17**

**Date of teaching: /11/2023**

**Period: 67**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3 (4-6)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

﻿- 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.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform reading and writing tasks

4. Attributes:

- Show pride in the travelling experience in their summer holidays

**II. RESOURCES**

- Student’s book: Page 73

- Teacher’s guide: Pages 149, 150

- Flash cards/ pictures and posters (Unit 10)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Greet the class.﻿- Spend a few minutes revising the previous lesson by having the class say the chant on page 72.- Ask pupils to open their books at page 73 and look at *Unit 10, Lesson 3, Activity 4.*2.New Lesson:Activity 4. Read and complete. 5 minutesGoal: To read two texts and complete the sentences about Mai’s and Tony’s summer holiday. -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.Activity 5. Let’s write. 10 minutes Goal: To ﻿read and complete a gapped paragraph about where someone was on holiday in the previous summer. -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.Extension: Invite a few pupils to read their completed paragraphs in front of the class.Activity 6. Project. 8 minutes 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. -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 Nha Trang. 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.3.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.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-Individualwork- tick the appropriate boxWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherIndividual work Whole classPair work-play in group Listen to the T's instruction.work in groups of fiveWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 17**

**Date of teaching: /11/2023**

**Period: 68**

**REVIEW 2**

**Period 1**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

- listen to and understand five communicative contexts in which characters talk about familiar topics such as *our school, our timetable, my favourite subjects, our sports day, our summer holidays* and tick the correct pictures.

- ask and answer using picture cues or personal information.

2. Skills: Listening and speaking

3. Competences:

Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they have learnt

- Diligence: complete learning tasks

**II. RESOURCES**

- Student’s book: Page 74

- Audio track 107

- Teacher’s guide: Pages 151, 152, 153

- Flash cards/ pictures and posters (Unit 1 - 10)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Ask pupils to choose a song from *Units 6 to 10* and sing along (*e.g. Gardens and buildings at my school on page 47; What subjects do you have today? on page 53; My favourite subject on page 57; Our sports day on page 63; Were you on the beach yesterday? on page 69).*- Get pupils to open their books at page 74 and look at *Review 2, Activity 1*.2.New Lesson:Activity 1. Listen and tick. 5 minutesGoal: To ﻿listen to and understand five communicative contexts in which characters talk about familiar topics such as *our school, our timetable, my favourite subjects, our sports day, our summer holidays* and tick the correct pictures. -Draw ﻿pupils’ attention to Pictures 1a, 1b and 1c. Elicit the words or phrases to describe the pictures in each option (e.g. *a school in a city, a school in the mountains, a school in a village*). Elicit the questions the speaker may ask (e.g. *Where’s your school?*)*.* Play the recording for pupils to listen. Play it again for them to do the task. Then play the recording a third time for them to check their answers. - Repeat Step 1 for the rest of the pictures: 2a, 2b and 2c; 3a, 3b and 3c; 4a, 4b and 4c, and 5a, 5b and 5c. - Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board. -Play the recording for pupils to listen and double-check the answers.Extension: If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and/ or in chorus. Correct their pronunciation where necessary.Activity 2. Ask and answer. 10 minutes Goal: To ﻿ask and answer questions using picture cues or personal information. -﻿Draw pupils’ attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions. -Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to oﬀer support where necessary. -Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges.Play Game (ppt)- Divide the class into 3 teams. - Pupils from each team take turns choose a letter and answer a question.- Pupils answer correctly get some points.3.Wrap up:Ask students to answer the following questions: *What have you learnt from the lesson today?* ﻿(- Listen to and understand five communicative contexts in which characters talk about familiar topics such as *our school, our timetable, my favourite subjects, our sports day, our summer holidays* and tick the correct pictures. | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and tickWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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