**Week: 16**

**Preparing date: 22/12/2024**

**Teaching date: 23/12/2024**

**Period: 61**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

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.

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 where they were to and what they did in their summer holidays

**II. RESOURCES**

- Student’s book: Page 68

- Audio tracks 97, 98

- Teacher’s guide: Pages 138, 139, 140

- Flash cards/ pictures and posters (Unit 10)

**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 saying the chant on page 66.- Ask pupils to open their books at page 68 and look at *Unit 10, Lesson 1, Activity 1*.- Write the title *Our summer holidays* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about if someone was somewhere in the past. -Have pupils look at Pictures a and b and identify the characters in the pictures. -Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary. -Play the recording again for pupils to listen to and repeat in chorus sentence by sentence. -Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Draw pupils’ attention to the question *Were you in the countryside last weekend?* and the answers *Yes, I was.* and *No, I wasn’t. I was at the zoo*. Tell pupils that they are the question and the answers about if someone was somewhere in the past.Activity 2. Listen, point and say. 10 minutesGoal: To 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. -Have pupils look at pictures a, b, c and d and identify the characters and the locations. -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. -Point at the first bubble and Picture a and have pupils listen and repeat after the recording (*Were you at the zoo last weekend? – Yes, I was.*). Repeat the same procedure with the other three pictures. 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.Activity 3. Let’s talk. 8 minutesGoal: To 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. -Draw pupils’ attention to the pictures. Ask questions to help them identify the places (see *Input*). -Put pupils into pairs and have them practise asking and answering questions about if someone was somewhere in the past. Go around the classroom to oﬀer support where necessary. -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.Play Game (ppt)- Divide the class into 3 teams. - Pupils from each team take turns to 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?* (- 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. | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole 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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**Week: 16**

**Preparing date:22/12/2024**

**Teaching date: 23/12/2024**

**Period: 62**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

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.

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

**II. RESOURCES**

- Student’s book: Page 69

- Audio tracks 99, 100

- Teacher’s guide: Pages 140, 141, 142

- 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.asking questions *Were you \_\_\_\_\_ last weekend?* and call on a few pupils to answer the questions.– Ask pupils to open their books at page 69 and look at *Unit 10, Lesson 1, Activity 4.*2.New Lesson:Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures. -Draw pupils’ attention to the pictures 1a and 1b. Ask questions to help pupils identify the characters and their activities. -Play the recording for pupils to listen. Then play the recording again for them to tick the correct picture. -Repeat Steps 1 and 2 for Pictures 2a and 2b. -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.Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessaryActivity 5. Look, complete and read. 10 minutes Goal: 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. ﻿ -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.Activity 6. Let’s sing. 8 minutesGoal: 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.Extension: Invite some groups to the front of the class to perform while the rest of the class sings and / or claps alongPlay Game (ppt)- Divide the class into 3 teams. - Pupils from each team take turns choose a letter and answer a question.- Pupils answer correctly and get some points. 3.Wrap up:Ask students to answer the following questions: *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.) | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup 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: 16**

**Preparing date: 22/12/2024**

**Teaching date: 24/12/2024**

**Period: 63**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

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 70

- Audio tracks 101, 102

- Teacher’s guide: Pages 143, 144

- 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.﻿- Get the class to sing the song *Were you on the beach yesterday?* on page 69.- Ask pupils to open their books at page 70 and look at *Unit 10, Lesson 2, Activity 1*.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past. -Have pupils look at Pictures a and b and identify the characters, places and activities. -Ask pupils to look at Picture a. Play the recording for them to familiarize themselves with the characters’ voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary. -Play the recording again for pupils to listen and repeat in chorus sentence by sentence. -Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording. 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.Activity 2. Listen, point and say. 10 minutes Goal: To 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. -Have pupils look at the pictures and elicit the places in the pictures. Have the class repeat the words a few times. -Have pupils point at Picture a, listen to the recording and repeat the word (*London*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. -Point at the first bubble and Picture a, then have pupils listen and repeat after the recording (*Where were you last summer? – I was in London.*). Repeat the same procedure with the other three pictures. -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.Activity 3. Let’s talk. 8 minutesGoal: To 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. -Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see *Input*). -Put pupils into pairs and encourage them to ask and answer questions about where someone was in the past. Go around the classroom to oﬀer support where necessary. -Have pairs practise asking and answering questions about where someone was in the previous summer. Go around the classroom to observe and provide help.  -Invite a few pairs to the front of the class to perform their conversations. Praise pupils if they perform well.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 number of hamburgers.3.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.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-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: 16**

**Preparing date: 22/12/2024**

**Teaching date: 23/12/2024**

**Period: 64**

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

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 70

- Audio tracks 101, 102

- Teacher’s guide: Pages 143, 144

- 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.﻿- Get the class to sing the song *Were you on the beach yesterday?* on page 69.- Ask pupils to open their books at page 70 and look at *Unit 10, Lesson 2, Activity 1*.2.New Lesson:Activity 1.Listen and match. 10 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past. -Have pupils look at Pictures a and b and identify the characters, places and activities. -Ask pupils to look at Picture a. Play the recording for them to familiarize themselves with the characters’ voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary. -Play the recording again for pupils to listen and repeat in chorus sentence by sentence. -Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording. 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.Activity 2.Look complete and read. 10 minutes Goal: To 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. -Have pupils look at the pictures and elicit the places in the pictures. Have the class repeat the words a few times. -Have pupils point at Picture a, listen to the recording and repeat the word (*London*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. -Point at the first bubble and Picture a, then have pupils listen and repeat after the recording (*Where were you last summer? – I was in London.*). Repeat the same procedure with the other three pictures. -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.Activity 3. Let’s play. 8 minutesGoal: To 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. -Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see *Input*). -Put pupils into pairs and encourage them to ask and answer questions about where someone was in the past. Go around the classroom to oﬀer support where necessary. -Have pairs practise asking and answering questions about where someone was in the previous summer. Go around the classroom to observe and provide help.  -Invite a few pairs to the front of the class to perform their conversations. Praise pupils if they perform well.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 number of hamburgers.3.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.) | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-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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