| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the phrases at the campsite, at the zoo, in the countryside, on the beach in relation to the topic “Our summer holidays”  - 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;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in where they were to and what they did in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 68  - Audio tracks 98, 99  - Teacher’s guide: Pages 125, 126, 127  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Play Guessing words game (ppt)  **Option 2:**  ﻿- 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. | | Group work  Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿﻿﻿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. | | | |  |
| b. Input | ﻿﻿– Context a:  Bill: Were you in the mountains last weekend?  Mai: Yes, I was.  – Context b:  Mai: Were you in the mountains last weekend, too?  Bill: No, I wasn’t. I was at the zoo. | | | |  |
| c. Outcome | ﻿﻿﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about if someone was somewhere in the past. | | | |  |
| d. Procedure | ﻿**Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.  **Step 2:** 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.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question *Were you in the mountains 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 | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | ﻿﻿To correctly say the words and 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. | | | |  |
| b. Input | ﻿﻿﻿– Picture cues:  a. a boy at the zoo / yes b. a boy on the beach / no  c. a girl at the campsite / yes d. a boy in the countryside / no  – Speech bubbles: Were you \_\_\_\_\_\_ last weekend?  – Yes, I was. / No, I wasn’t.  **Audio script:**  *a. at the zoo / yes b. on the beach / no*  *c. at the campsite / yes d. in the countryside / no*  *a. A: Were you at the zoo last weekend?*  *B: Yes, I was.*  *b. A: Were you on the beach last weekend?*  *B: No, I wasn’t.*  *c. A: Were you at the campsite last weekend?*  *B: Yes. I was.*  *d. A: Were you in the countryside last weekend?*  *B: No, I wasn’t.* | | | |  |
| c. Outcome | ﻿﻿Pupils can correctly say the words and 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. | | | |  |
| d. Procedure | ﻿﻿**Step 1:** Have pupils look at pictures a, b, c and d and identify the characters and the locations.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Have pairs practise asking and answering the question *Were you \_\_\_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | | | Whole class/ Individual work    Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | ﻿﻿﻿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. | | | |  |
| b. Input | ﻿﻿﻿– Picture cues: at the campsite, on the beach, at the zoo, in the countryside  – Speech bubbles: *Were you \_\_\_\_\_ last weekend? - \_\_\_\_\_.* | | | |  |
| c. Outcome | ﻿﻿﻿Pupils can 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. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the places (see *Input*).  **Step 2:** 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.  **Step 3:** 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 | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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  **Option 2:**  - 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 in relation to the topic “Our summer holidays” * 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; * listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.   2. *What are the core values of the lesson?*  - Show pride in where they were to and what they did in their summer holidays  ﻿\***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. | | | Group work  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1 – Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the phrases at the campsite, at the zoo, in the countryside, on the beach in relation to the topic “Our summer holidays”  - 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;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in where they were to and what they did in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 69  - Audio tracks 100, 101  - Teacher’s guide: Pages 127, 128, 129  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick– Look, complete and read –  Let’s sing – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  ﻿– Spend a few minutes revising the previous lesson by 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.* | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Listen and tick**  5 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿To listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures. | | | |  |
| b. Input | ﻿﻿– ﻿Picture cues:  1a. Nam at the park  1b. Nam on the beach  2a. Mai in the countryside  2b. Mai at the zoo  ***Audio script:***  *1. A: Hi, Nam. How are you?*  *B: I’m fine, thank you.*  *A: Were you on the beach last weekend?*  *B: Yes, I was.*  *2. A: Hello, Mai. How are you?*  *B: Fine, thanks.*  *A: Were you in the countryside last weekend?*  *B: No, I wasn’t. I was at the zoo.* | | | |  |
| c. Outcome | ﻿﻿﻿﻿Pupils can listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the pictures 1a and 1b. Ask questions to help pupils identify the characters and their activities.  **Step 2:** Play the recording for pupils to listen. Then play the recording again for them to tick the correct picture.  **Step 3:** Repeat Steps 1 and 2 for Pictures 2a and 2b.  **Step 4:** 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 necessary | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | ﻿﻿To complete two gapped sentences and two gapped exchanges with the help of picture cues. | | | |  |
| b. Input | ﻿﻿- Four picture cues  - ﻿Two gapped sentences and two gapped exchanges to complete | | | |  |
| c. Outcome | ﻿﻿﻿Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues | | | |  |
| d. Procedure | ﻿﻿**Step 1:** Have pupils look at the pictures. Get them to identify the characters and places in the pictures.  ﻿**Step 2:** Have pupils look at the gapped sentences. Draw their attention to the missing words in the gapped sentences.  **Step 3:** 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.  **Step 4:** Have pupils complete the gapped sentences individually and ask two pupils to read them aloud. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿To sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | ﻿﻿﻿The lyrics and the recording of the song *Were you on the beach yesterday?* | | | |  |
| c. Outcome | ﻿﻿﻿﻿Pupils can sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the places to reinforce their understanding.  **Step 2:** 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.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** 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 along. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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 and get some points.  **Option 2:**  - 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 in relation to the topic “Our summer holidays”  - 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;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.  2. *What are the core values of the lesson?*  - Show pride in where they were to and what they did in their summer holidays | | | Group work  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the phrases ﻿Bangkok, London, Sydney and Tokyo in relation to the topic “Our summer holidays”  - use Where were you last summer? – I was in \_\_\_\_\_. to ask and answer questions about where someone was in the past; listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in the travelling experience in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 70  - Audio tracks 102, 103  - Teacher’s guide: Pages 129, 130, 131  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet 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*. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past. | | | |  |
| b. Input | ﻿– Context a:  Nam: Were you in London last summer, Mary?  Mary: No, I wasn’t.  – Context b:  Nam: Where were you last summer?  Mary: I was in Tokyo. | | | |  |
| c. Outcome | ﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past. | | | |  |
| d. Procedure | **﻿Step 1:** Have pupils look at Pictures a and b and identify the characters, places and activities.  **Step 2:** 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.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** 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. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | ﻿﻿﻿– Picture cues:  a. Mai standing by Big Ben  b. Nam standing by Opera House  c. Mary standing by Tokyo Tower  d. Bill standing by Temple of the Golden Buddha  – Speech bubbles: *Where were you last summer? – I was in \_\_\_\_\_.*  ***Audio script:***  *a. London b. Sydney c. Tokyo d. Bangkok*  *a. A: Where were you last summer?*  *B: I was in London.*  *b. A: Where were you last summer?*  *B: I was in Sydney.*  *c. A: Where were you last summer?*  *B: I was in Tokyo.*  *d. A: Where were you last summer?*  *B: I was in Bangkok.* | | | |  |
| c. Outcome | ﻿Pupils can 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. | | | |  |
| d. Procedure | ﻿﻿﻿**Step 1:** Have pupils look at the pictures and elicit the places in the pictures. Have the class repeat the words a few times.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Have pairs practise asking and answering the question *Where were you last summer? – I was in \_\_\_\_\_\_*.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | | | Whole class/ Individual work  Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | ﻿﻿– Picture cues: a picture of Temple of the Golden Buddha; a picture of Tokyo Tower; a picture of Big Ben; a picture of Opera House.  – Speech bubbles: *Where were you last summer? – \_\_\_\_\_.* | | | |  |
| c. Outcome | ﻿Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see Input).  **Step 2:** 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.  **Step 3:** Invite a few pairs to the front of the class to perform their conversations.  **Step 4:** Invite a few pairs to practise asking and answering questions about where someone was in the previous summer, using the picture cues. Praise pupils if they perform well. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  - use the phrases ﻿*Bangkok, London, Sydney* and *Tokyo* in relation to the topic “Our summer holidays”  - use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.  2. *What are the core values of the lesson?*  - Show pride in the travelling experience in their summer holidays***.*** | | | Group work  Whole class/ Individualwork |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 – Period 4**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the phrases ﻿*Bangkok, London, Sydney* and *Tokyo* in relation to the topic “Our summer holidays”  - use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past; listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in the travelling experience in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 71  - Audio tracks 104  - Teacher’s guide: Pages 132, 133  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and match – Look, complete and read– Let’s play – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | 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*. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Listen and match.**  5 minutes | | | | | |
| a. Goal | ﻿To listen to and understand four communicative contexts about where someone was in the past and match the correct pictures. | | | |  |
| b. Input | ﻿ ﻿Picture cues:  ﻿1. Mai 2. Bill 3. Mary 4. Nam  a. Tokyo Tower  b. Big Ben  c. Temple of the Golden Buddha  d. Opera House  **Audio script:**  *1. A: Where were you last summer, Mai?*  *B: I was in Sydney.*  *2. A: Where were you last summer, Bill?*  *B: I was in Bangkok.*  *3. A: Where were you last summer, Mary?*  *B: I was in Tokyo.*  *4. A: Where were you last summer, Nam?*  *B: I was in London.* | | | |  |
| c. Outcome | ﻿﻿﻿Pupils ﻿can listen to and understand four communicative contexts about where someone was in the past and match the correct pictures. | | | |  |
| d. Procedure | **﻿**﻿**Step 1:** Draw pupils’ attention to the characters and pictures. Ask questions to help pupils identify the characters and the places.  **Step 2:** 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.  **Step 3:** 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. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | ﻿﻿To complete two gapped dialogues with the help of picture cues. | | | |  |
| b. Input | ﻿﻿– Two picture cues  – Two gapped exchanges to complete | | | |  |
| c. Outcome | ﻿Pupils can complete two gapped exchanges with the help of picture cues. | | | |  |
| d. Procedure | ﻿**Step 1:** Have ﻿pupils look at the pictures. Get them to identify the characters and the places in the pictures.  **Step 2:** Have pupils look at the two gapped exchanges. Draw their attention to the missing words in the questions and answers.  **Step 3:** 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.).  **Step 4:** Repeat the same procedure with Exchange 2.  **Step 5:** Have pupils complete the gaps individually. Check their answers as a class and ask a few pairs to read them aloud | | | Whole class/ Individual work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes | | | | | |
| a. Goal | ﻿To ﻿review target words to make sentences about where someone was in the past by playing the game *Making sentences*. | | | |  |
| b. Input | ﻿﻿Some flash cards of the target vocabulary: *I, you, in, London, Sydney, Tokyo, where, were, was, last, summer, weekend, yesterday*, etc, … | | | |  |
| c. Outcome | ﻿Pupils ﻿can review target words to make sentences about where someone was in the past by playing the game *Making sentences*. | | | |  |
| d. Procedure | ﻿**Step 1:** Tell ﻿pupils that they are going to play the game Making sentences in groups of four or five.  **Step 2:** 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?*  **Step 3:** Set a time limit for the groups to play the game.  **Step 4:** Invite two groups to the front of the class to play the game.  **Step 5:** Have the class give comments and announce the winner. The group that makes the most correct sentences will win. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  - use the phrases ﻿*Bangkok, London, Sydney* and *Tokyo* in relation to the topic “Our summer holidays”  - use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.  2. *What are the core values of the lesson?*  - Show pride in the travelling experience in their summer holidays. | | | Group work  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3 – Period 5**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - correctly pronounce the sounds of the letters *ere* in isolation, in the words were and where, and in the sentences W*ere you on the beach last summer?* and *Where were you last weekend?*;  - use the phrases *at the campsite, at the zoo, in the countryside, on the beach, Bangkok, London, Sydney* and *Tokyo* in relation to the topic “Our summer holidays”  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our summer holidays”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride in the travelling experience in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 72  - Teacher’s guide: Pages 134, 135  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Sing and dance to the *Freeze and Fire* song.  **Option 2:**  - 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.* | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿﻿To correctly ﻿repeat the sounds of the letters *ere* in isolation, in the words *were* and *where*, and in the sentences *Were you on the beach last summer?* and *Where were you last weekend?* with the correct pronunciation and intonation. | | | |  |
| b. Input | ﻿– The letters *ere*, the word *were* and the sentence *Were you on the beach last summer?*  – The letters *ere*, the word *where* and the sentence *Where were you last weekend?* | | | |  |
| c. Outcome | ﻿﻿Pupils ﻿can correctly repeat the sounds of the letters *ere* in isolation, in the words *were* and *where*, and in the sentences *Were you on the beach last summer?* and *Where were you last weekend?* with the correct pronunciation and intonation. | | | |  |
| d. Procedure | **﻿Step 1:** 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.  **Step 2:** 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.  **Step 3:** Repeat Steps 1 and 2 for the letters *ere*, the word *where* and the sentence *Where were you last weekend?*  **Step 4:** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | | | Whole class/ Individual work    Pair work/ Group work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | ﻿ To identify the target words *where* and *were* while listening. | | | |  |
| b. Input | ﻿ ﻿﻿Two sentences, each with three options  ***Audio script:***  *1. Where were you last summer?*  *2. Were you at the campsite yesterday?* | | | |  |
| c. Outcome | ﻿﻿Pupils ﻿ can identify the target words *where* and *were* while listening. | | | |  |
| d. Procedure | ﻿**Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.  **Step 3:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** 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. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | ﻿ To say the chant with the correct rhythm and pronunciation. | | | |  |
| b. Input | ﻿﻿The lyrics and the recording of the chant | | | |  |
| c. Outcome | ﻿Pupils can say the chant with the correct rhythm and pronunciation. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **Step 2:** 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.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** 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. | | | Whole class/ Individual work  Pair work/ Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  ﻿ ﻿﻿– correctly pronounce the sounds of the letters *ere* in isolation, in the words were and where, and in the sentences Were you on the beach last summer? and Where were you last weekend?;  – use the phrases at the campsite, at the zoo, in the countryside, on the beach, Bangkok, London, Sydney and Tokyo in relation to the topic “Our summer holidays”  – listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our summer holidays”.  2. *What are the core values of the lesson?*  - Show pride in the travelling experience in their summer holidays | | | Group work  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | ﻿– 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform reading and writing tasks |
| **Attributes** | - Show pride in the travelling experience in their summer holidays |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 73  - Teacher’s guide: Pages 135, 136  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 10)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | 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. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Read and complete.**  5 minutes | | | | | |
| a. Goal | ﻿﻿﻿To read two texts and complete the sentences about Mai’s and Tony’s summer holiday. | | | |  |
| b. Input | ﻿Two reading texts and four incomplete sentences | | | |  |
| c. Outcome | ﻿﻿Pupils can read two texts and complete the sentences about Mai’s and Tony’s summer holiday. | | | |  |
| d. Procedure | **﻿**﻿**Step 1**: Draw ﻿pupils’ attention to four incomplete sentences below the texts. Elicit Sentence 1 about the location, Sentence 2 about the description of Ha Long Bay, Sentence 3 about the people in London, and Sentence 4 about Mai’s and Tony’s feelings of their summer holidays.  **Step 2**: Have pupils read the texts to find the information and complete four sentences.  **Step 3**: Set a time limit for pupils to do the task. Go around the classroom and oﬀer help where necessary.  **Step 4**: Get pupils to swap their answers with a partner, then check answers together as a class. | | | Whole class Individual work  Whole class  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Let’s write.**  10 minutes | | | | | |
| a. Goal | ﻿To ﻿read and complete a gapped paragraph about where someone was on holiday in the previous summer | | | |  |
| b. Input | ﻿ ﻿A ﻿gapped paragraph to complete. | | | |  |
| c. Outcome | ﻿Pupils ﻿can read and complete a gapped paragraph about where someone was on holiday in the previous summer. | | | |  |
| d. Procedure | ﻿﻿**Step 1**: 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.  **Step 2:** 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.  **Step 3**: Give pupils time to complete the paragraph independently. Go around the classroom and oﬀer help if necessary.  **Step 4**: 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. | | | Whole class/ Individual work  Individual work  Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Project.** 8 minutes | | | | | |
| a. 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 | | | |  |
| b. Input | ﻿– A picture of a pupil giving a presentation at the front of the class using a mind map  – Speech bubble: Last summer, I was on holiday in Nha Trang. The beach was beautiful ... | | | |  |
| c. Outcome | ﻿Pupils can ﻿make a mind map of where they were on holiday in the previous summer, and use the notes to make a presentation to the class. | | | |  |
| d. Procedure | ﻿﻿**Step 1**: 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.  **Step 2**: 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 describe the place.  **Step 3**: 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 ...  **Step 4**: Have the rest of the class give comments and praise pupils if they perform well. | | | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  **Option 2:**  - Ask students to answer the following questions:  1. *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.  2. *What are the core values of the lesson?*  - Show pride in the travelling experience in their summer holidays | | | Group work  Whole class/ Individual work |  |