| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:****Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 18: AT THE SHOPPING CENTRE**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**By the end of the unit, pupils will be able to: |
| --- |
| **Language knowledge & skills** | * use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;
* use *Where’s the bookshop?* – *It’s .* to ask and answer questions about locations;
* listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;
* read and write about locations;
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | - use appropriate gestures and intonation when talking about locations of some places in a shopping center. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 52- Teacher’s guide: Pages 253, 254- Website *hoclieu.vn*- Flash cards/ pictures and posters - 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.1. **Option 1:** Say the chant on page 50- Ask pupils to open their books at page 50 and look at Activity 3. - Ask pupils to chant and do the actions in Unit 17, Lesson 3 in groups. - Give points to the groups and encourage them.**Option 2:** Game: **Game: Pass the ball** - Divide the class into 3 teams.- Each team has 1 sticky ball.- Play the music, pupils in each team take turns passing the ball. After the music ends, 3 pupils who have the balls will stand up and say the model sentences. | Whole class |  |
| **EXPLORATION****Activity 1. Listen and number.**  5 minutes |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops at the shopping centre. |  |
| b. Input | – Context **a**: Bill: *Excuse me!*Shop assistant: *Yes?*– Context **b**:Bill: *Where’s the bakery, please?*Shop assistant: *It’s near the gift s* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops in the shopping centre. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters in the pictures.Encourage pupils to talk about details in the backgrounds of the pictures.**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen to the conversation a few times.**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.**Step 5:** Draw pupils’ attention to the question *Where’s the bakery, please?* and the answer *It’s near the gift shop.* Tell pupils that they are used to ask and answer questions about locations. | Whole classIndividual workPair work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Look, complete and read.**  10 minutes |
| a. Goal | - To correctly say the words and use *Where’s the bookshop? – It’s \_\_\_\_\_.*- To ask and answer questions about locations of a bookshop. |  |
| b. Input | – Picture cues: **a.** a bookshop that is near a bakery**b.** a bookshop that is opposite a sports shop**c.** a bookshop that is behind a bakery**d.** a bookshop that is between a gift shop and a bakery– Speech bubbles: *Where’s the bookshop?* – *It’s \_\_\_\_\_.***Audio script:a.** near **b.** opposite **c.** behind **d.** between**a.** *A*: Where’s the bookshop?*B*: It’s near the bakery.**b.** *A*: Where’s the bookshop?*B*: It’s opposite the sports shop.**c.** *A*: Where’s the bookshop?*B*: It’s behind the bakery.**d.** *A*: Where’s the bookshop?*B*: It’s between the gift shop and the bakery |  |
| c. Outcome | Pupils can correctly say the words and use *What’s the bookshop? – It’s \_\_\_\_\_.* to ask andanswer questions about locations of a bookshop. |  |
| d. Procedure | **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *near*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times and correct their pronunciation where necessary.**Step 2:** Draw pupils’ attention to the speech bubbles and elicit the missing words inthe answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeatthe sentences in both bubbles a few times (*Where's the bookshop? – It's near the bakery.*).Repeat the same procedure with Pictures **b**, **c** and **d**.**Step 3:** Divide the class into two groups to take turns repeating the question and theanswer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**,**c** and **d**.**Step 4:** Have pairs practise asking and answering the questions using the pictures. Invitea few pairs to point at the pictures and say the questions and answers in front of the class.Give corrections and feedback where necessary. | Whole classPair workWhole class |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys  |  |
| **PRACTICE****Activity 3. Let’s play.** 8 minutes |
| a. Goal | To enhance the correct use of Where’s the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questionsabout locations in a freer context. |  |
| b. Input | – Picture cue: two characters talking at a shopping centre– Speech bubbles: *Where’s the \_\_\_\_\_?* |  |
| c. Outcome | Pupils can enhance the correct use of Where’s the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answerquestions about locations in a freer context. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture and elicit the words or phrases to describe locations.**Step 2:** Elicit the missing word in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation: *Where’s the bakery?* – *It’s near the bookshop.* Get pupils to repeat the question and answer several times.**Step 3:** Have pairs practise asking and answering questions about the locations of the shops in the picture. Go around the classroom to observe and provide help.**Step 4:** Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary. | Whole classIndividual workWhole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & Answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:** **Game: Lucky number**- Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points.- The group with more points at the end of the game will be the winner.- Praise the winner, encourage the other team.**Option 2:** **Preparation for the project:** Ask pupils to prepare for the project on page 57 by making a shopping list as homework so that they can give a short presentation in front of the class at Project time in Lesson 3,Activity 6. |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:** **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 18: AT THE SHOPPING CENTRE**

**Lesson 1 – Period 2**

| **I. OBJECTIVES** By the end of the unit, pupils will be able to: |
| --- |
| **Language knowledge & skills** | * use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”; use *Where’s the bookshop?* – *It’s .* to ask and answer questions about locations; listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”; read and write about locations;
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform listening tasks  |
| **Attributes** | - use appropriate gestures and intonation when talking about locations of some places in a shopping center. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 53 - Teacher’s guide: Pages 256, 257 - Website *hoclieu.vn* - Flash cards/ pictures and posters - 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. **Option 1:** **Game: Lucky number** - Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points. - The group with more points at the end of the game will be the winner. - Praise the winner, encourage the other team. **Option 2:** **Game: Slap the board** - T divides the class into 2 teams: BOYS and GIRLS. - T shows a picture, 1 boy and 1 girl from each team come to the board, look at the sentence under the picture and choose the best words to make correct sentences (Pupils slap the words on the board).  | Whole class Whole class   |  |
| **EXPLORATION Activity 1. Listen and tick.**  5 minutes |
| a. Goal | To listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures. |  |
| b. Input | Picture cues:**1a.** a gift shop that is opposite a bookshop**1b.** a gift shop that is near a bookshop**2a.** a bakery that is behind a sports shop**2b.** a bakery that is between a sports shop and a pet shop**Audio script:1.** *A:* Excuse me. Where’s the gift shop?

| *B:* It’s over there. Can you see it? |
| --- |

*A:* Yes. I can see it now. The gift shop is opposite the bookshop.

| *B:* That’s right. |
| --- |
| **2.** *A:* I want to buy some cakes. Where’s the bakery? |

*B:* Go straight and turn right. It’s between the sports shop and the pet shop. |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures.**Key: 1.** a **2.** b |  |
| d. Procedure | **Step 1:** Have pupils look at Activity **4**. Ask them *How many pairs of pictures are there?* and *What can you see in each picture?* Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.**Step 2:** Have pupils look at Pictures **1a** and **1b**. Get them to talk about the differences between the two pictures. Play the recording of the first dialogue. Then play the recording again for pupils to listen and tick the correct picture.**Step 3:** Repeat **Step 2** with Pictures **2a** and **2b**. Have pupils swap their books with a partner and check the answers. Correct the answers as a class. **Extension:** If there is enough time, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation if necessary. |  Whole class  Individual work  Pair work  |  |
| e. Assessment | - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION Activity 2. Look, complete and read.**  10 minutes |
| a. Goal | To complete four gapped exchanges about locations with the help of picture cues. |  |
| b. Input | Four picture cues and four gapped exchanges showing the locations of shops.  |  |
| c. Outcome | Pupils can complete four gapped exchanges about locations with the help of picture cues.**Key: 1.** near **2.** between **3.** bookshop; opposite **4.** Where’s; behind |  |
| d. Procedure | **Step 1:** Ask pupils to look at the pictures and identify the locations of shops in them.**Step 2:** Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences.Encourage pupils to guess the missing words.**Step 3:** Model Exchange **1**. Have them look at the picture and identify the location. Have pupils look at the exchange. Ask them what is missing in the answer (*near*). Then have them complete the gap with the word (*near*). Repeat the same procedure with Pictures **2**, **3** and **4**.**Step 4:** Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud. Check their answers, and give corrections and feedback where necessary. |  Whole class Pair work  Whole class |  |
| e. Assessment | - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys  |  |
| **PRACTICE Activity 3. Let’s play.** 8 minutes |
| a. Goal | To sing the song Where’s the *bookshop?* with the correct pronunciation, rhythm and melody. |  |
| b. Input | The lyrics and the recording of the song *Where’s the bookshop?* |  |
| c. Outcome | Pupils can sing the song Where’s the bookshop? with the correct pronunciation, rhythm and melody.  |  |
| d. Procedure | **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Checkcomprehension and give feedback. **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody.**Step 3:** Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions.**Step 4:** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping their hands.**Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. |  Whole class Individual work Whole class  |  |
| e. Assessment | - Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & Answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Using *sachmem.vn*, have pupils look at the words in  the picture and repeat after the recording.**Option 2:** Game: Look and choose!Divide the class into teams. Each team will place a question with an image and a color. The teacher will open the corresponding box. **Option 3:** The teacher asks the student: "Which one do you choose?" The student chooses for example 1A. The student answers the teacher's question related to the lesson. The teacher clicks on the corresponding image and the student receives points. Bomb or explosive: lose points. Smiley face/crying: -3 points. Green gem: +1 point. Purple gem: +5 points. Trophy: 10 points. |  |

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

**UNIT 18: AT THE SHOPPING CENTRE**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**By the end of the lesson, pupils will be able to: |
| --- |
| **Language knowledge & skills** | – use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;– use *How much is the \_\_\_\_? – It’s \_\_\_\_.* to ask and answer questions about prices;– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;– read and write about locations and prices; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | - use appropriate gestures and intonation when talking about prices. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 54- Teacher’s guide: Pages 258, 259, 260- Website *hoclieu.vn*- Flash cards/ pictures and posters - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up - Look, listen and repeat - Listen, point and say - Let’s talk.** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | Greet the class.**Option1:** - Spend a few minutes revising Lesson 1 by singing the song Where’s the bookshop?- Ask pupils to open their books at page 54 and look at Unit 18, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.**Option 2:**- Divide the class into pairs, give each pair a set of YES/ NO cards ( or ss can write YES/NO on a piece of paper)- Ss read, look at the picture and guess if the sentences are correct or not, then show YES/NO cards.- Each pair gets 1 point for a correct answer. The pair with the most points will be the winner. | Whole classPair work |  |
| **EXPLORATION****Activity 1. Look, listen and repeat.** |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about prices. |  |
| b. Input | **- Context a:**Linh’s mother: How much is the T-shirt, Linh?Linh: It’s sixty thousand dong.**- Context b:**Linh: How much is the skirt, Mum?Linh’s mother: It’s seventy thousand dong. |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about prices. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures a and b, and identify the characters in the pictures. Ask them to tell what they can see in the backgrounds of the pictures.**Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen to the conversation a few times.**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.**Step 5:** Draw pupils’ attention to the questions How much is the T-shirt? and How much is the skirt?, and the answers It’s sixty thousand dong. and It’s seventy thousand dong. Tell pupils that they are used to ask and answer questions about prices. | Whole classWhole class Pair workWhole class |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** |
| a. Goal | To correctly say the words and phrases and use How much is the\_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices. |  |
| b. Input | – Picture cues:a. a pen with its price tag of twenty thousand dongb. a skirt with its price tag of eighty thousand dongc. a T-shirt with its price tag of fifty thousand dongd. a school bag with its price tag of ninety thousand dong– Speech bubbles: How much is the \_\_\_\_\_? – It’s \_\_\_\_\_.**Audio script:**a. pen / twenty thousand dong b. skirt / eighty thousand dongc. T-shirt / fifty thousand dong d. school bag / ninety thousand donga. A: How much is the pen? B: It’s twenty thousand dong.b. A: How much is the skirt? B: It’s eighty thousand dong.c. A: How much is the T-shirt? B: It’s fifty thousand dong.d. A: How much is the school bag? B: It’s ninety thousand dong. |  |
| c. Outcome | Pupils can correctly say the words and phrases and use How much is the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices. |  |
| d. Procedure | **Step 1:** Have pupils point at Picture a, listen to the recording and repeat the word and phrase pen / twenty thousand dong. Repeat the same procedure with Pictures b, c and d. Have the class repeat the words and phrases a few times.**Step 2:** Point at the speech bubbles and Picture a again and have pupils listen to and repeat after the recording (How much is the pen? – It’s twenty thousand dong.). Have the class repeat the question and answer a few times. Repeat the same procedure with Pictures b, c and d.**Step 3:** Divide the class into two groups to take turns repeating the questions and the answers until they feel confident.**Step 4:** Have pairs practise asking and answering the questions and answers with the pictures. Then, invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary. | Whole class/ Individual workIndividual workPair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation ;questions & answers |  |
| **PRACTICE****Activity 3. Let’s talk.**  |
| a. Goal | To enhance the correct use of How much is the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices in a freer context. |  |
| b. Input | – Picture cue: some items with their price tags at the shopping centre– Speech bubbles: How much is\_\_\_\_\_? –\_\_\_\_\_. |  |
| c. Outcome | Pupils can enhance the correct use of How much is \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices in a freer context. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture and elicit the words or phrases used to describe prices.**Step 2:** Elicit the missing words in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation, e.g. How much is the T-shirt? – It’s fifty thousand dong. Get pupils to repeat the question and the answer several times.**Step 3:** Have pairs practise asking and answering the questions about the prices of the items in the picture. Go around the classroom to observe and provide help.**Step 4:** Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary. | Whole classPair workPair 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 the Let’s go shopping game (PPT)**- Divide the class into 2 teams. - Pupils from each team choose an object they want to buy, then answer the question. If the pupils answer correctly, they get the points (coins) for that question to buy that object.- After 6 numbers, the team with the most points is the winner. **Option 2:** - Ask students to answer the following questions: *What have you learnt from the lesson today?* (use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”) |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:****Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 18: AT THE SHOPPING CENTRE**

**Lesson 2 – Period 4**

| **I. OBJECTIVES** |
| --- |
|  | By the end of the unit, pupils will be able to:* use *How much is the ?* – *It’s .* to ask and answer questions about prices;
* listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;
* read and write about locations and prices
 |
| **Language knowledge & skills** | * use *How much is the ?* – *It’s .* to ask and answer questions about prices;
* dictate some sentences about prices (e.g. *How much is the skirt?* – *It’s fifty thousand dong*.) and ask pupils to write them down. Let them work in pairs or groups to correct each other’s work.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | - use appropriate gestures and intonation when talking about prices. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 55- Teacher’s guide: Pages 260, 261- Website *hoclieu.vn*- Flash cards/ pictures and posters - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read– Let’s play** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | - Greet the class.1. **Option 1:** Game: **Who’s faster?**- Pupils look at the screen- They look, read and say the number- If they have the answers they can raise their hands to give the answers2. **Option 2:** Say the chant on page 50- Ask pupils to open their books at page 50 and look at Activity 3. - Ask pupils to chant and do the actions in Unit 17, Lesson 3 in groups. - Give points to the groups and encourage them. | Whole class |  |
| **EXPLORATION****Activity 1. Listen and number.**  5 minutes |
| a. Goal |  To listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures. |  |
| b. Input | Picture cues:1. a T-shirt with its price tag of forty thousand dong
2. a skirt with its.
3. a school bag with its price tag of seventy thousand dong
4. a hat with its price tag of twenty thousand dong

Audio script:1. *A:* How much is the school bag?

*B:* It’s seventy thousand dong.1. *A:* How much is the T-shirt, please?

*B:* It’s forty thousand dong.1. *A:* How much is the hat, please?

*B:* It’s twenty thousand dong.1. *A:* Excuse me. How much is the skirt?

*B:* It’s thirty thousand dong. |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures.**Key: 1.** c **2.** a **3.** d **4.** b |  |
| d. Procedure | **Step 1:** Have pupils look at Activity **4**. Ask them *How many pictures are there?* and *What can you see in each picture?*Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.**Step 2:** Play the recording of the first dialogue. Tell pupils that they will need to listen for the items and the prices. Have pupils identify the correct picture and write the number in the box (1.c). Play the recording again for pupils to listen and do the task. Repeat the same procedure with the other dialogues.**Step 3:** Have pupils swap their books with a partner and check the answers. Check answers as a class.Extension: If there is enough time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | Whole classIndividual workPair work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers, Peer correction |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Look, complete and read.**  10 minutes |
| a. Goal | To complete two gapped dialogues about prices with the help of picture cues. |  |
| b. Input | Two picture cues and two gapped dialogues about items in a shop. |  |
| c. Outcome | Pupils can complete two gapped dialogues about prices with the help of picture cues.**Key: 1.** fifty; thousand dong **2.** How much; seventy |  |
| d. Procedure | **Step 1:** Have pupils look at the picture in Question **1** and prompt them to ask and answer questions about the items and their prices.**Step 2:** Give pupils one to two minutes to complete the gaps in Dialogue **1**, then have them compare their answers in pairs. Monitor and help where necessary.**Step 3:** Go through the answers with the class. Ask some pairs to read the dialogue aloud.**Step 4:** Repeat the same procedure with Question **2**. Encourage pupils to make use of the picture cues to fill the gaps. | Whole classPair workWhole class |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; answer keys  |  |
| **PRACTICE****Activity 3. Let’s play.** 8 minutes |
| a. Goal | To review the words for prices and items at the shopping centre by playing the game *Guess the price!* |  |
| b. Input | Some picture cards showing items such as a T-shirt, a skirt, a book, a pen, a hat and a school bag. |  |
| c. Outcome | Pupils can review the words for prices and items at the shopping centre by playing the game *Guess the price!* |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to guess the prices of some items as quickly as possible. There will be clues to help them guess.**Step 2:** Put a picture card (for example, of a school bag) on the board. Write a price range as a clue to help pupils guess the price (e.g. 50.000đ – 60.000đ). Write the correct price on a piece of paper (e.g. 55.000đ). Ask *How much is the school bag?* Invite some pupils to guess the correct price. If anyone guesses correctly, show the class the piece of paper. Ask the class to read the price.**Step 3:** Play the game several times with different items. | Whole classIndividual workWhole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | 1. **Option 1: Fun Game:**
* Divide the class into 2 teams: Boys and Girls
* Pupils take turns to answer the questions.

If they have the correct answers they get the points for their teams. If the answer is not correct, the other team answers.**Option 2: Game: Bang!** Materials: A small piece of paper, a shoe box or a coffee can. - Write words on pieces of paper and fold them in half. Also add a few cards written "BANG!". - Pupils take turns picking cards. If they read the word correctly, they get to keep the word. If they draw a BANG!, they have to yell BANG! and then return all their cards (except the BANG! card) to the can/box.**Option 3: Group race.** - Pupils work in groups. Each group has a set of questions related to the topics from Unit 6 - 10. - Pupils ask and answer the questions in groups.- The fastest group to finish all the questions is the winner.  |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:****Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 18: At the shopping centre**

**Lesson 3 – Period 5**

| **I. OBJECTIVES**By the end of the lesson, pupils will be able to: |
| --- |
| **Language knowledge & skills** | - correctly pronounce the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop.;*– use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;– use *Where’s the bookshop? – It’s \_\_\_\_.* to ask and answer questions about locations.– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre” |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.- Self-control & independent learning: perform listening tasks. |
| **Attributes** | - - use appropriate gestures and intonation when talking about locations. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 56- Teacher’s guide: Pages 262, 263, 264- Website *hoclieu.vn++*- Flash cards/ pictures and posters (Unit 18)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat –Listen and circle– Let’s chant** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | Greet the class.**Option 1:** –Spend a few minutes revising the previous lesson by asking pupils to play the game Guess the price! – Ask pupils to open their books at page 56 and look at Unit 18, Lesson 3, Activity 1. –Tell pupils what they will learn in this lesson.**Option 2**: Review locations– T shows a map on the screen and gives students to look and remember.– Ask students to read and answer the questions about locations in the map. | Whole class/ Individual workWhole class/ Individual work |  |
| **EXPLORATION****Activity 1. Listen and repeat.** |
| a. Goal | – To correctly repeat the two-syllable words be'hind and be'tween with the stress on the second syllable in isolation and in the sentences The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop. with the correct pronunciation and intonation. |  |
| b. Input | – The word be'hind and the sentence The bakery is be'hind the bookshop.– The word be'tween and the sentence The bakery is be'tween the bookshop and the sports shop. |  |
| c. Outcome | Pupils can correctly repeat the two-syllable words be'hind and be'tween with the stress on the second syllable in isolation and in the sentences The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop. with the correct pronunciation and intonation. |  |
| d. Procedure | **Step 1**: Have pupils look at the word be'hind, listen to the recording and repeat the word until they feel confident. Correct their pronunciation if necessary.**Step 2**: Get pupils to point to the sentence The bakery is be'hind the bookshop., listen to the recording and repeat it several times. Then get a few pupils to listen to and repeat the sentence in front of the class. Correct their pronunciation if necessary.**Step 3**: Repeat Steps 1 and 2 with the word be'tween and the sentence “The bakery is be'tween the bookshop and the sports shop”. **Step 4**: Give pupils a time limit to practise pronouncing the words and reading the sentences in pairs or groups. | Whole classWhole classWhole class |  |
| e. Assessment | - Performance products: Student’s pronunciation and intonation.- Assessment tools: Observation;  |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen and circle** |
| a. Goal | To identify the target words behind and between while listening. |  |
| b. Input | Two gapped sentences, each with three answer options **Audio script:** **1.** The gift shop is between the bookshop and the bakery.**2.** The gift shop is behind the bookshop and the bakery. |  |
| c. Outcome | Pupils can identify the targets words between and behind while listening. **Key:** **1.** b **2**. c |  |
| d. Procedure | **Step 1**: Have pupils read the gapped sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Check their comprehension. **Step 2**: Play the recording for pupils to listen and circle the correct options. Then get pupils to swap their books and check the answers in pairs or groups. Correct the answers if necessary. **Step 3**: Invite a few pupils to read the two completed sentences in front of the class. Remind them how to stress the target language. | Whole class/ Individual workIndividual workIndividual work |  |
| e. Assessment | - Performance products: Student's talks and interaction, studens’ answers- Assessment tools: Observation; answer keys  |  |
| **PRACTICE****Activity 3. Let’s chant** |
| a. Goal | To say the chant about locations with the correct pronunciation, word stress and rhythm. |  |
| b. Input | The lyrics and the recording of the chant |  |
| c. Outcome | Pupils can say the chant about locations with the correct pronunciation, word stress and rhythm. |  |
| d. Procedure | **Step 1**: Have pupils scan the first verse of the chant. Draw pupils’ attention to the word behind and the sentence It’s behind the bookshop. Check pupils’ understanding of the chant. **Step 2**: Play the recording for pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands. **Step 3**: Play the recording of the first verse again for pupils to do choral and individual repetition. **Step 4**: Repeat Steps 1 to 3 for the second verse of the chant. Draw pupils’ attention to the word between and the sentence It’s between the bookshop and the pet shop. Go around the classroom and offer help to pupils who find it difficult. **Extension**: If there is enough time, split the class into two groups to practise chanting and clapping their hands. Each of the groups should say one verse of the chant. Then select some groups to go to the front of the class to chant and clap their hands. | Group work/ Pair workPair workGroup work/ Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation;  |  |
| Wrap up: 5 mins |  |
|  | **Option 1:** -Teacher asks students to chant like a robot. - Teachers ask students to chant like a chipmunk.- Teachers ask students to chant like a chipmunk and robot. (The sentences highlighted with pink are chanted with a robot’s voice. The sentences highlighted with yellow is chanted with chipmunk’s voice**Option 2:** Game: **Pass the ball** - Divide the class into 3 teams.- Each team has 1 sticky ball.- Play the music, pupils in each team take turns passing the ball. After the music ends, 3 pupils who have the balls will stand up and say the model sentences.**Option 3:** - Ask students to answer the following questions: *What have you learnt from the lesson today?* (use the words *behind, between, near, opposite,* in relation to the topic “At the shopping centre”) |  |

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

**UNIT 18: AT THE SHOPPING CENTRE**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**By the end of the unit, pupils will be able to: |
| --- |
| **Language knowledge & skills** | - correctly pronounce the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop.;*– use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;– use *Where’s the bookshop? – It’s \_\_\_\_.* to ask and answer questions about locations.– use *How much is the \_\_\_\_? – It’s \_\_\_\_.* to ask and answer questions about prices;– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;– read and write about locations and prices;– make a shopping list and use it to practise talking about locations and prices in the classroom at Project time. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | - use appropriate gestures and intonation when talking about prices. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 57- Teacher’s guide: Pages 265, 266- Website *hoclieu.vn*- Flash cards/ pictures and posters - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up - Review – Read and complete – Let’s write – Project** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up:**  5 minutes |
|  | - Greet the class.Option 1: **Chant and do activities**- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 56.- Give points to the groups and encourage them.**Option 2**: **Game: I spy**Teacher says "I spy with my little eye something that begins with B".  Pupils try to guess the object (e.g. book).  Colours are a good alternative (E.g. I spy with my little eye something that is red). | Whole class |  |
| **EXPLORATION****Activity 4. Read and complete.**  5 minutes |
| a. Goal | To read a paragraph and complete a table of information about locations and prices. |  |
| b. Input | A paragraph and a table of gapped information about locations and prices. |  |
| c. Outcome | Pupils can read a paragraph and complete a table of information about locations and prices.**Key**: **1**. book **2.** behind the pet shop **3**. 50,000 **4**. ice cream |  |
| d. Procedure | **Step 1:** Have pupils look at the table of gapped information and guess what the missing information is, and what the paragraph is about. Encourage pupils to talk about their guesses.**Step 2:** Ask pupils to read through the paragraph once or twice.**Step 3:** Ask pupils to look at the first gap in the table and encourage them to make a question for it (e.g. What is at the bookshop?). Help pupils find out the correct answer (book). Repeat the same procedure with the other gaps. Allow pupils to do the activity independently. Go around the classroom and offer help where necessary.**Step 4:** Have pupils swap their books with a partner and check the answers. Select a few pupils to read their answers in front of the class. Check their answers. Give corrections and feedback where necessary. | Whole classIndividual workPair work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Let’s write.**  10 minutes |
| a. Goal | To write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph. |  |
| b. Input | – A picture of some shops at the shopping centre, the title and some suggested questions.– An incomplete paragraph with the first guiding sentence. |  |
| c. Outcome | Pupils can write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.**Suggested answer:** My mother and I are at the shopping centre. The clothes shop is near the bakery. My mothers wants to buy a skirt. It is 60,000 dong. The gift shop is behind the clothes shop. I want to buy a pen. It is 30,000 dong.  |  |
| d. Procedure | **Step 1:** Ask pupils to read the title, the given sentence and the questions, then look at the picture to get ideas for their writing.**Step 2:** First, have pupils read the guiding sentence. Then ask them to look at the picture to write a sentence about the location of the clothes shop. Next, let them write theanswer to the question about the price of the skirt. After that, let them write sentences about the gift shop and the price of the pen.**Step 3:** Set a time limit for pupils to write the paragraph independently. Go around the classroom and offer help where necessary.**Step 4:** Get pupils to swap books with their partners and check their answers in pairs or groups before checking as a class.  | Individual workIndividual workIndividual workPair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |
| **PRACTICE****Activity 3. Project.** 8 minutes |
| a. Goal | To make a shopping list and talk about the locations and prices of certain items in front of the class. |  |
| b. Input | A picture of a character presenting his shopping list |  |
| c. Outcome | Pupils can make a shopping list and talk about the locations and prices of certain items in front of the class. |  |
| d. Procedure | **Step 1:** Explain that pupils are goingto talk about the shopping list that they have made at home. Say that they need to talk about the items on the list and their prices. Encourage them to talk about the shops where they can buy those items.**Step 2:** Have pupils show their shopping lists to their partner. Revise some words and sentence patterns that pupils need for their presentations. Give pupils some time to practise their presentations by themselves and in groups. Go around the classroom to monitor and offer support.**Step 3:** Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.  | Whole classPair workWhole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: play the Lucky Number game (PPT)**- Divide the class into 2 teams. - Pupils from each team choose a number, then answer the question. If the pupils answer correctly, they get the points for that question.- After 10 numbers, the team with the most points is the winner. **Option 2:** - Ask students to answer the following questions: *What have you learnt from the lesson today?* (use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”) |  |