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

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *Is your sports day in \_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_.* to ask and answer questions about sports days;  - use *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sport day is;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day"; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of time and date. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 62  - Audio tracks 88, 89  - Teacher’s guide: Pages 113, 114, 115  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - 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:**  - Have some pupils say the chant from *Lesson 3* of *Unit 8*. Praise them and get the class to cheer or clap if they do a good job.  - Ask pupils to open their books at page 62 and look at *Unit 9, Lesson 1, Activity 1*. Write the title “Our sports day” on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.  **Option 2:**  - Have pupils listen and sing the song “Months of the Year”. | | 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 sports days. | | | |  |
| b. Input | – Context **a**:  Lucy: Our sports day is in May. We play many sports and games.  Nam: Great! I like sports.  – Context **b**:  Lucy: Is your sports day in May too?  Nam: No, it isn't. It's in April. | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about sports days. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see Input).  **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 to and repeat individually and / or 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 their attention to the question *Is your sports day in May too?* and the answer *No, it isn't. It's in April.* Tell pupils that they are used to ask and answer questions about sports days. | | | 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 use *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about sports days. | | | |  |
| b. Input | – Picture cues:  **a.** a calendar sheet of April **b**. a calendar sheet of May  **c**. a calendar sheet of June **d**. a calendar sheet of July  – Speech bubbles:  *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_.*  ***Audio script:***  ***a.*** *April / Yes* ***b.*** *May / Yes*  ***c.*** *April / No / June* ***d.*** *May / No / July*  ***a.*** *A: Is your sports day in April?*  *B: Yes, it is.*  ***b.*** *A: Is your sports day in May?*  *B: Yes, it is.*  ***c.*** *A: Is your sports day in April?*  *B: No, it isn’t. It’s in June.*  ***d.*** *A: Is your sports day in May?*  *B: No, it isn’t. It’s in July.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *Is your sports day in \_\_\_\_\_\_?* *– Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_.* to ask and answer questions about sports days. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the names of the months in the pictures. Have the class repeat the words a few times. Check comprehension.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the word (*April*). Have the class repeat the word a few times. Repeat the same procedure with the other three pictures.  **Step 3:** Point at the bubbles and have pupils listen to and repeat after the recording *Is your sports day in April? – Yes, it is.* Point at Picture **a** and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b, c** and **d**.  **Step 4**: Have pupils work in pairs and practise asking and answering the question *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_\_\_.*, using speech bubbles and Pictures **a, b, c** and **d**.  **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    Whole class/ 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 *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about sports days. | | | |  |
| b. Input | – Picture cue: a picture of a sports day and calendar sheets of the months of the year  – Speech bubbles: *Is your sports day in \_\_\_\_\_\_? – \_\_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *Is your sports day in \_\_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_*. to ask and answer questions about sports days. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).  **Step 2:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **Step 3:** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.  **Extension:** For a more able class, have pupils ask and answer questions about what their friend(s) do on school sports day, using the structure learnt *e.g. What do you do on sports day? – I \_\_\_\_\_\_.* | | | Whole class/ Individual 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: Lucky number (ppt)**  - Divide pupils into 2 teams: one team is X, one team is O.  - Pupils select a number on the grid, then 2 representatives ask and answer based on the question cue. If they answer correctly, teacher clicks on the home button to go back to the first slide, then click on X or O (depending on which team is answering).  - The first team to get three Xs or three Os in a row wins!  **Option 2:**  **-** Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball. After the music ends, 3 pupils have the ball stand up and say the name, using the sentence model.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *“Is your sports day in ….?” – “Yes, it is. / No, it isn’t. It’s in …”* to say when the sports day is.)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.)  ***\* Preparation for the project***  Tell pupils about the project on page 67. Ask them to prepare for it at home by making a school sports day poster. Remind them to bring the posters to class to present them at Project time. | | | Group work  Group work  Whole class/ Individual work |  |

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

**UNIT 9: OUR SPORTS DAY**

**Lesson 1 – Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *Is your sports day in \_\_\_\_\_? – Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_.* to ask and answer questions about sports days;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day"; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of time and date. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 63  - Audio tracks 91, 92  - Teacher’s guide: Pages 116, 117  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - 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:**  - Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about sports days.  - Ask pupils to open their books at page 63 and look at *Unit 9, Lesson 1, Activity 4.*  **Option 2: Guessing Game**  - Teacher shows some clues (special dates, specific activities) for a month and pupils guess that month.  - Praise when they can guess correctly. | | Whole class/ Individual work  Group work | |  |
| **EXPLORATION**  **Activity 1. Listen and match.**  5 minutes | | | | | |
| a. Goal | To listen to and understand three communicative contexts in which characters ask and answer questions about sports days and match three characters with three correct pictures. | | | |  |
| b. Input | | Picture cues: | | --- |   **1.** Mary **2.** Ben **3.** Lucy  **a.** a calendar sheet of April  **b.** a calendar sheet of June  **c.** a calendar sheet of May  ***Audio script:***  ***1.*** *Nam: Is your sports day in June, Mary?*  *Mary: Yes, it is.*  ***2.*** *Mai: Our sports day is in February. Is your sports day in February too, Ben?*  *Ben: No, it isn’t. It’s in May.*  ***3.*** *Nam: Is your sports day in July, Lucy?*  *Lucy: No, it isn’t. It’s in April.* | | | |  |
| c. Outcome | Pupils can listen to and understand three communicative contexts in which characters ask and answer questions about sports days and match three characters with three correct pictures.  **Key**: 1. b 2. c 3. a | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures of the characters and the months. Identify them as a class.  **Step 2:** Play the recording for Character **1**. Ask pupils to listen and draw a line to match the character (Mary) with the month (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.  **Step 3:** Repeat **Step 2** for Characters **2** and **3**. Go around the classroom to offer support where necessary.  **Step 4:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Step 5:** Play the recording again for pupils to listen and 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 2. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete four target sentence patterns in four exchanges with the help of picture cues. | | | |  |
| b. Input | – Four picture cues – Four gapped exchanges | | | |  |
| c. Outcome | Pupils can complete four target sentence patterns in four exchanges with the help of picture cues.  **Key: 1.** it is **2.** April **3.** Is; May **4.** in; No, it isn’t | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and identify the months. **Step 2:** Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the sentences. **Step 3:** Model Exchange 1. Have pupils look at the exchange. Ask them what words are missing in the answer (*it is*). Then have them look at the picture and identify the month. Ask them to complete the gap (*Is your sports day in June? – Yes, it is.*) **Step 4:** Repeat the same procedure with Exchanges 2, 3 and 4. Draw pupils’ attention to two gaps in Exchanges 3 and 4.  **Step 5:** Have pupils complete the exchanges individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good. | | | Whole class/ Individual work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s sing.** 8 minutes | | | | | |
| a. Goal | To sing the song *Our sports day* with the correct pronunciation, rhythm and melody | | | |  |
| b. Input | The lyrics and the recording of the song *Our sports day*. | | | |  |
| c. Outcome | Pupils can sing the song *Our sports day* 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 pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through. Encourage pupils 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. Introduce actions for pupils to do while they sing along with the recording.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.  **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  Whole class/ 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: Lucky number (ppt)**  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns to choose a number and answer the question.  - The team that has more points is the winner.  **Option 2:**  - Divide the class into groups of four.  - Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *“Is your sports day in ….?” – “Yes, it is. / No, it isn’t. It’s in …”* to say when the sports day is)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.) | | | Group work  Group work  Whole class/ Individual work |  |

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

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sport day is;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day"; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of time and date. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 64  - Audio tracks 92, 93  - Teacher’s guide: Pages 118, 119  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - 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:**  - Spend a few minutes revising *Lesson 1* by asking a few pairs of pupils to act out the dialogue in *Activity 1*. If time allows, have pupils sing the song *Our sports day*.  - Ask pupils to open their books at page 64 and look at *Unit 9, Lesson 2, Activity 1*.  - Explain that in this lesson they will learn to ask and answer questions about when a sports day is.  **Option 2: Game: Unscramble the letters.**  - Show scrambled letters of months of the year.  - Pupils look and think. Then in pairs/ groups, write the answer on a piece of paper and race to give it to the teacher. | | Whole class/ Individual work  Group 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 when a sports day is. | | | |  |
| b. Input | – Context **a**:  Nam: *What’s that?*  Lucy: *It’s a picture of our sports day.*  – Context **b**:  Nam: *When's your sports day?*  Lucy: *It's in October.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is. | | | |  |
| 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.  **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.  **Step 5:** Draw pupils’ attention to the question *When's your sports day?* and the answer *It's in October*. Tell pupils that they are used to ask and answer questions about when a sports day is | | | 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 use *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is. | | | |  |
| b. Input | – Picture cues:  **a.** a calendar showing September **b**. a calendar showing October  **c**. a calendar showing November **d**. a calendar showing December  – Speech bubbles:  *When's your sports day? – It's in \_\_\_\_\_\_.*  ***Audio script:***  ***a.*** *September* ***b.*** *October* ***c.*** *November* ***d.*** *December* ***a.*** *A: When’s your sports day?  B: It’s in September.* ***b.*** *A: When’s your sports day?  B: It’s in October.* ***c.*** *A: When’s your sports day?  B: It’s in November.* ***d.*** *A: When’s your sports day?  B: It’s in December.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *Is your sports day in \_\_\_\_\_\_?* *– Yes, it is. / No, it isn’t. It’s in \_\_\_\_\_\_.* to ask and answer questions about sports days. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the name of each month.  **Step 2:** Have pupils point at Picture a, (a calendar showing September), listen to the recording and repeat the word (September). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times.  **Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (When's your sports day?). Point at Picture a and have pupils listen to and repeat after the recording (It's in September.). Repeat the same procedure with the other three pictures. **Step 4:** Have pairs practise asking and answering the question *When was your sports day? – It's 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  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 *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sports day is in a freer context. | | | |  |
| b. Input | – Picture cues: a school sports day and the months of the year  – Speech bubbles: *When's your sports day? – \_\_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sports day is in a freer context. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.  **Step 3:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help. | | | Whole class/ Individual 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: Lucky number (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a number (or throw sticky ball on the grid to choose the number), then have 2 pupils from each team ask and answer with the picture, using the *When's your sports day? – It's in \_\_\_\_\_.*  - Pupils or teacher clicks on the calendar sheet to reveal the icons indicating the points for that team.  - After 9 numbers, the team with the most points is the winner.  **Option 2:**  - Divide the class into groups of four.  - Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *“Is your sports day in ….?” – “Yes, it is. / No, it isn’t. It’s in …”* to say when the sports day is)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.) | | | Group work  Group work  Whole class/ Individual work |  |

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

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – Period 4**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sport day is;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day"; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of time and date. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 65  - Audio tracks 94  - Teacher’s guide: Pages 120, 121  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - 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:**  - Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about when a sports event was in front of the class. They may use the target language in *Activities 2* and *3*.  – Ask pupils to open their books at page 65 and look at *Unit 9, Lesson 2, Activity 4*.  **Option 2: The Football Game**  - Give each pair some Blue-Tak or something to stick the cards on the wall with.  - Ask pupils to randomly stick their cards all over the walls around the room. Then bring everyone into the middle of the room. Shout out "January" and everyone has to race over to a January card and touch it. Then “February” and so on (in the correct order) until you make it through all the months. Play another round, this time faster. | | Whole class/ Individual work  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 when a sports day is and tick the correct pictures. | | | |  |
| b. Input | Picture cues:  **1a**. a calendar showing December **1b**. a calendar showing October  **2a**. a calendar showing September **2b**. a calendar showing November  ***Audio script:***  ***1.*** *A: Is your sports day in December?*  *B: No, it isn’t.*  *A: When’s your sports day?*  *B: It’s in October.*  ***2****. A: When’s your sports day? In November?*  *B: No, it isn’t. It’s in September.*  *A: Oh, it’s soon.* | | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.  **Key:** 1. b 2. a | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Pictures 1a and 1b. Elicit the month in each picture. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Repeat Step 1 for Pictures 2a and 2b and the second exchange.  **Step 3:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 4:** 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 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To complete two gapped dialogues with the help of picture cues. | | | |  |
| b. Input | Two picture cues with two dialogues to complete | | | |  |
| c. Outcome | Pupils can complete two gapped dialogues with the help of picture cues.  **Key:** 1. Yes; November 2. Is; When’s; December | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the event and the month in each picture.  **Step 2:** Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model Dialogue 1. Have pupils look at the dialogue. Ask them what is missing in the first gap (the word *Yes*). Then ask them to look at the second gap and guess what is missing (*the month*). Have them look at the picture and identify the month. Ask them to complete the dialogue.  **Step 4:** Repeat the same procedure with Dialogue 2. Draw pupils’ attention to three gaps in the dialogue.  **Step 5:** Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good. | | | Whole class/ Individual work  Whole class/ Pair work |  |
| 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 vocabulary for months by playing the game *Bingo*. | | | |  |
| b. Input | A 3 x 3 Bingo grid with the month words. | | | |  |
| c. Outcome | Pupils can review the vocabulary for months by playing the game Bingo. | | | |  |
| d. Procedure | **Step 1:** Explain how to play the game: Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words (months of the year) for reviewing. Get pupils to copy the grid onto a paper sheet and fill their grids with the vocabulary words. Pupils need to listen carefully for the words that you’ll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids. Eventually, one pupil will have crossed out all of his or her words and should call out “Bingo!” to show that he / she has finished. You should then check the pupil’s grid to see that he / she has all the words you’ve called out.  **Step 2:** Give pupils time to play the game in pairs or groups. Go around the classroom to offer support where necessary.  **Step 3:** When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the month words, *e.g. When's your sports day?* or *When's your birthday?* | | | 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: Football game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a number (or throw sticky balls on the grid to choose the number), then have pupils answer the question. Pupils get points according to each question.  - After 9 numbers, the team with the most points is the winner.  **Option 2:**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball.  - After the music ends, 3 tables with the ball – stand up and ask and answer using the model. (*When’s your sports day? / When’s your birthday? …* )  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *“Is your sports day in ….?” – “Yes, it is. / No, it isn’t. It’s in …”. “When’s your sports day?” – “It’s in …”*  to say when the sports day is)  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.) | | | Group work  Group work  Whole class/ Individual work |  |

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

**UNIT 9: OUR SPORTS DAY**

**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 letter *y* in isolation, in the words *February* and *July*, and in the sentences *Our sports day is in February*. and *My birthday is in July*.;  - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *Is your sports day in \_\_\_\_\_? – Yes, it is. / No, it isn’t.* *It’s in \_\_\_\_\_.* to ask and answer questions about sports days;  - use *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sport day is;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day";  - read and write about sports days. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of time and date. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 66  - Audio tracks 95, 96, 97  - Teacher’s guide: Pages 121, 122, 123  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - 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:**  - Have some pupils say the chant from *Lesson 3* of *Unit 9*. Praise them and get the class to cheer or clap if they do a good job.  - Ask pupils to open their books at page 66 and look at *Unit 9, Lesson 3, Activity 1*. Write the title *Our sports day* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.  **Option 2:**  - Have pupils play the “Keep it” or “Give it” game in the PowerPoint.  - Divide the class into 3 teams.  - Each team takes turns to choose a number, ask and answer the questions. If they have the correct answer, they can choose to keep the scores or give it to another team. The winner is the team with the highest score. | | Whole class/ Individual work  Group work | |  |
| **EXPLORATION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. Goal | To correctly repeat the sounds of the letter *y* in isolation, in the words *February* and *July,* and in the sentences *Our sports day is in February*. and *My birthday is in July*. with the correct pronunciation and intonation. | | | |  |
| b. Input | – The letter *y*, the word *February* and the sentence *Our sports day is in February.*  – The letter *y*, the word *July* and the sentence *My birthday is in July*. | | | |  |
| c. Outcome | Pupils can correctly repeat the sounds of the letter *y* in isolation, in the words *February* and *July* and in the sentences *Our sports day is in February*. and *My birthday is in July*. with the correct pronunciation and intonation. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the letter *y*, the word *February* and the sentence *Our sports day is in February.* Play the recording and encourage them to point at the letters / word / sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.  **Step 3:** Repeat Steps 1 and 2 for the letter *y* in the second line.  **Step 4:** Let pupils work in pairs or groups to pronounce the sounds of the letter *y,* say the words *February* and *July*, and read the sentences *Our sports day is in February*. and *My birthday is in July*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | | | Whole class/ Individual work    Pair 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 *July* and *January* while listening. | | | |  |
| b. Input | Two gapped sentences with three answer options *Audio script:* *1. Is your sports day in July?  2. I like January.* | | | |  |
| c. Outcome | Pupils can identify the target words July and January while listening.  Key: 1. a 2. b | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the gapped sentences and three answer options. Explain what pupils have to do. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils 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 listen and double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen to and repeat the completed sentences. | | | Whole class/ Individual work  Pair work  Individual work |  |
| e. Assessment | - Performance products: Student's answers 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 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. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter*y* in the words *January*, *February* and *July* in the chant.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation when necessary.  **Step 4:** Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting.  **Extension:** Divide the class into two or more groups to take turns listening to and repeating the chant while the rest of the class claps along. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Presentation | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Game: Slap the board**  - Divide the class into two or three teams  - Teacher puts up a set of pictures or words on a board  - A pupil from each team come up to the board with fly swatters  - They listen as the teacher calls out a word or a sentence and they race to slap the correct picture  - Whoever is the fastest with the correct slap gets a point for their team  - Team with the most points is the winner.  **Option 2:**  **-** Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball. After the music ends, 3 pupils have the ball stand up and say the name, using the sentence model.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the months of the year and the model *Our sports day is in February*. and *My birthday is in July* )  2. *What are the core values of the lesson?*  (- Develop their interests in sports and show their responsibility by raising awareness of time and date.)  ***\* Preparation for the project***  Tell pupils about the project on page 67. Ask them to prepare for it at home by making a school sports day poster. Remind them to bring the posters to class to present them at Project time. | | | Group work  Group work  Whole class/ Individual work |  |

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

**UNIT 9: OUR SPORTS DAY**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrase *December, July, June, November, October, September, sports day* in relation to the topic "Our sports day";  - use *Is your sports day in \_\_\_\_\_? – Yes, it is. / No, it isn’t.* It’s in \_\_\_\_\_. to ask and answer questions about sports days;  - use *When's your sports day? – It's in \_\_\_\_\_.* to ask and answer questions about when a sport day is;  - listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day";  - read and write about sports days;  - make a sports day poster and present it 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 presentation skill |
| **Attributes** | - Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 67  - Teacher’s guide: Pages 123,124  - Website *hoclieu.vn*  - Flash cards  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and tick True or False – Let’s write – Game – Project** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Have the whole class say the chant on page 66.  **Option 2:**  - Put 4 flashcards into 4 different chairs.  - Two pupils play each round.  - Teacher speaks a sentence in English.  - Have pupils quickly sit on the chair with the sentence on.  - Who is faster is the winner. After the game, have the whole class repeat the sentences in chorus. | | Whole class/ Individual work  Group work | |  |
| **EXPLORATION**  **Activity 1. Read and tick True or False.**  5 minutes | | | | | |
| a. Goal | To read and show understanding of a text by deciding if the statements are true or false. | | | |  |
| b. Input | – A text about a sports day  – Four statements with True and False boxes. | | | |  |
| c. Outcome | Pupils can read and show understanding of the text by deciding if the statements are true or false.  Key: 1. T 2. F 3. T 4. F | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the text and read it together as a class. Check comprehension.  **Step 2:** Draw pupils’ attention to the four statements below the text and four boxes to tick True or False. Have pupils pay attention to the sentences about sports day and what the boys, the girls do on sports day in the text. Give pupils time to tick the correct boxes.  **Step 3:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Step 4:** Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again. If time allows, ask them to read the text aloud in front of the class. | | | Whole class/ Individual work    Pair 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 read, understand and complete the gapped text about a sports day. | | | |  |
| b. Input | A short gapped text with the target sentences to complete | | | |  |
| c. Outcome | Pupils can read, understand and complete the gapped text about a sports day. | | | |  |
| d. Procedure | **Step 1:** Tell the class the goal of this activity: Pupils are to read the gapped text and fill in the gaps. Check their comprehension.  **Step 2:** Write the first gapped sentence on the board: *Our school sports day is in* . Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say the answer. Give pupils time to write the answer.  **Step 3:** Repeat **Step 2** for the other gapped sentences.  **Step 4:** If time allows, invite a few pupils to read the sentences they have completed in front of the class. The class observes and praises their work. | | | Whole class/ Individual 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 make sports day posters at home and present them to the class, using the target language. | | | |  |
| b. Input | Picture: Mai holding a sports day poster and saying *Our sports day is in October ...* | | | |  |
| c. Outcome | Pupils can make sports day posters at home and present them to the class, using the target language. | | | |  |
| d. Procedure | **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show sports day posters that they have made at home and tell the class about their sports day.  **Step 2:** Have pupils work in groups of five. Each pupil shows his / her poster and tells the group about sports day, e.g. Our sports day is in October. I cycle. My friends play badminton. Go around the classroom and offer help if necessary (such as when pupils need some more vocabulary to talk about their sports days).  **Step 3:** Invite some pupils to show their work and talk about their sports days. Have pupils stick their posters on the walls of the classroom as a display. | | | Whole class/ Individual work  Group work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:**  Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Option 2: Game: Lucky number (Super Mario theme)** - Divide the class into 3 teams.  - Pupils from each team choose a number, then ask and answer with the picture in that number.  - Pupil or teacher clicks the “play” button to roll the dice and clicks the “ stop” button to get points.  - After 9 numbers , the team with the most points is the winner. | | | Whole class/ Individual work  Group work |  |