

TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Lesson 1: COUNTRIES AND NATIONALITIES (pp. 4-6)

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- learn/review vocabulary about countries and nationalities.
- learn/review structures to ask and answer about countries and nationalities.

b. Core competences & language skills:

- enhance Ss' language skills
- develop Ss' collaboration.
- improve Ss' communication and other skills

c. Personal qualities:

- be collaborative and supportive in pair work and team work.
- love their countries and their communities.

II. Teaching aids:

- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any), Powerpoint
- **Students' aids:** Student's book, notebooks.

III. Procedures:

A. Warm-up (3 minutes)

- a. **Objectives:** to introduce the new lesson; to get students' attention at the beginning of the class by discovering the content of the lesson.
- b. **Content:** introduction of the new lesson
- c. **Expected outcomes:** Ss can have a general idea about what they are going to learn in the unit
- d. **Competences:** communication, collaboration, synthesizing skills
- e. **Organization:**

T's Activities	Ss' Activities	Content
- Have Ss read through the Unit objectives on page number 4	-Work in pairs - Read	What's in this unit? - Vocabulary: countries, nationalities, sports, family members, appearance, numbers, characters.
- Ask Ss to close their books and work in pairs to share what they can remember about what they have just read	-Talk to a partner	- Grammar: articles, can, subject personal pronouns, possessive adjectives, to be, have got, possessive case, adjective, imperative. - Reading: Friends around the world.

- Have some Ss share what stays in their minds to the whole class	-Present to the class	- Speaking: greetings, introduce yourself/ others, presenting a family, describing people, asking about telephone numbers. - Writing: a blog entry - CLIL: The UK
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B. New lesson: (37 minutes)

1. Activity 1: Vocabulary (25 minutes)

- a. Objectives:** to help Ss revise and expand vocabulary about countries and nationalities.
- b. Content:** vocabulary about countries and nationalities
- c. Expected outcomes:** Ss can remember and expand vocabulary about countries and nationalities, improve their pronunciation and use them in the real situation.
- d. Competences:** communication, collaboration, synthesizing skills and creativity
- e. Organization:**

T's activities	Ss' activities	Content
<p>- Ask Ss to look at the map and then give them time to match the countries on the map to the list of nationalities.</p> <p>- Check Ss' answers around the class.</p> <p>- Play the video for Ss and elicit their comments.</p> <p>- Play the recording with pauses for Ss to repeat chorally and/or individually.</p>	<p>- Look at the map and then match the countries on the map to the list of nationalities</p> <p>- Practice saying the vocabulary.</p>	<p>Vocabulary: Countries and nationalities</p> <p>Task 1. Look at the map. Match the countries on the map to the nationalities.</p> <p>1 Canada – Canadian 2 the UK – British 3 Australia – Australian 4 South Africa – South African 5 the USA – American 6 New Zealand – New Zealander 7 Brazil – Brazilian 8 Vietnam – Vietnamese 9 Russia – Russian 10 Spain – Spanish 11 Egypt – Egyptian 12 Greece – Greek 13 Turkey – Turkish 14 Argentina – Argentinian</p> <p>Task 2. Look at exercise 1, listen and repeat</p>

(Teacher can read and ask Ss to repeat) - Check Ss' pronunciation and intonation.		
- Explain the task. - Ask two Ss to model the example dialogue. - Ask Ss to work in pairs and act out similar dialogues for the people on the map. - Monitor the activity around the class.	- Act out dialogues and practise countries and nationalities. - Practise the structure with different information.	Task 3. Act out dialogues as in the example. A: Where's Ann from? B: She's from Canada. She's Canadian. A: Where's John from? B: He's from the USA. He's American. Suggested Answer Key <i>A:Where's Lino from?</i> <i>B:He's from Brazil. He's Brazilian.</i> <i>A:Where's Camila from?</i> <i>B:She's from Argentina. She's Argentinian.</i> <i>A:Where's Liz from?</i> <i>B:She's from the UK. She's British.</i> <i>A:Where's Maria from?</i> <i>B:She's from Greece. She's Greek.</i> <i>A:Where's Igor from?</i> <i>B:He's from Russia. He's Russian.</i> <i>A:Where's Quang from?</i> <i>B:He's from Vietnam. He's Vietnamese.</i> <i>A:Where's Rosa from?</i> <i>B:She's from Spain. She's Spanish.</i> <i>A:Where's Ahmet from?</i> <i>B:He's from Turkey. He's Turkish.</i> <i>A:Where's Omar from?</i> <i>B:He's from Egypt. He's Egyptian.</i> <i>A:Where's Simba from?</i> <i>B:He's from South Africa. He's South African.</i> <i>A:Where's Helen from?</i> <i>B:She's from Australia. She's Australian.</i> <i>A:Where's Martin from?</i> <i>B:He's from New Zealand. He's New Zealander.</i>

- Ask Ss to complete the sentences about themselves. Elicit answer from Ss around the class. <i>(we can change the countries to the province/ city/ district)</i>	- Practise speaking by using their own information.	Task 4. Complete the sentences. I'm from <u>Vietnam</u> (country). I'm <u>Vietnamese</u> (nationality).
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2. Activity 2: Reading (15 minutes)

- a. Objectives:** to read for gists and consolidate comprehension of a text.
- b. Content:** Reading a passage called Friends around the world
- c. Expected outcomes:** Ss can use language to talk about someone's background in different contexts.
- d. Competences:** reading skills (scanning and skimming), adaptation, analytical and critical thinking skills, presentation skill.
- e. Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Ask Ss to look at the pictures and elicit Ss' guesses of where each person is from. - Play the recording. Ss listen and read and find out. 	<ul style="list-style-type: none"> - Listen and read for gist. - Read and find out the information 	<p>Reading:</p> <p>Task 1. Look at the pictures. Where is each person from? Listen and read to find out.</p> <p>Answer Key:</p> <p><i>Vicky is from Sydney, Australia. Jill is from Wellington, New Zealand. James is from Stittsville, Canada. Alicia is from Worcester, South Africa.</i></p>
<ul style="list-style-type: none"> - Give Ss time to read the text again and mark the statements according to what they read. - Check Ss' answers. 	<ul style="list-style-type: none"> - Read the text and find the information to complete the task 	<p>Task 2. Read the text. Decide if the sentences are R (right) or W (wrong).</p> <p>1 Vicky is 10 years old. W</p> <p>2 Jill is good at tennis. R</p> <p>3 James is Canadian. R</p> <p>4 Alicia can play tennis. W</p>
<ul style="list-style-type: none"> - Play the video for Ss and elicit their comments. 	<ul style="list-style-type: none"> - Work in groups and 	<p>Task 3. Complete the personal profiles. Choose a person and present him/her to</p>

<p>- Allow Ss time to review the text and complete the personal profiles.</p> <p>- Check Ss' answers on the board.</p> <p>- Ask various Ss to choose a profile and present the person to the class.</p> <p>Extra Activity</p> <p>- Tell Ss you are going to read out information from one of the profiles in Exercise 3 but will include a mistake. Ss have to listen and correct the mistake you have made.</p> <p><i>e.g. T: Vicky is 11 years old. She's from Canberra. She's Australian.</i></p> <p><i>Team A S1: She's from Sydney.</i></p>	<p>finish the task.</p> <p>- Present in front of the class</p>	<p>the class.</p> <p>Name: James Age: 11 years old</p> <p>Nationality: Canadian</p> <p>From (city/town/village): Stittsville</p> <p>Country: Canada</p> <p>Sports: martial arts</p> <p>Name: Jill Age: 11 years old</p> <p>Nationality: New Zealander</p> <p>From (city/town/village): Wellington</p> <p>Country: New Zealand</p> <p>Sports: tennis</p> <p>Name: Vicky Age: 11 years old</p> <p>Nationality: Australian</p> <p>From (city/town/village): Sydney</p> <p>Country: Australia</p> <p>Sports: basketball</p> <p>Name: _____ Age: 10 years old</p> <p>Nationality: South African</p> <p>From (city/town/village): Worcester</p> <p>Country: South Africa</p> <p>Sports: basketball</p> <p>Suggested Answer Key</p> <p><i>Vicky is 11 years old. She is from Sydney, Australia. She is Australian. She can play basketball.</i></p>
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C. Consolidation (3 minutes)

- Vocabulary about countries and nationalities
- Structures to ask and answer about countries and nationalities

D. Homework assigned (2 minutes)

- Learn new words about community services.
- Write four sentences about community services near their house/ neighborhood.
- Do exercises in the workbook (page 4)

Reflection:

1. What did I like from the lesson?

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2. What should I improve in the next lesson?

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TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Lesson 2: SPORTS (pp. 7-9)

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- learn/review vocabulary about sports and family members.
- learn/review subject personal pronouns/ possessive adjectives.
- learn/review about verb **to be**.

b. Core competences & language skills:

- develop Ss' collaboration.
- improve Ss' communication, critical thinking and other skills.

c. Personal qualities:

- be collaborative and supportive in pair work and teamwork.
- love their countries and their communities.

II. Teaching aids:

- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any).
- **Students' aids:** Student books, notebooks.

III. Procedures:

A. Warm-up: (5 minutes)

- a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.
- b. Content:** Task 4 (Completing the gaps)
- c. Expected outcomes:** Ss can have a general idea about sports and the verbs associated with them (*play, do*).
- d. Competences:** communication, collaboration, synthesizing skills
- e. Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none">- Ask Ss to look at the sports in the pictures and then use the verbs '<i>play, do</i>' to complete the gaps.- Check Ss' answers.	<ul style="list-style-type: none">- Read the text and complete the gaps.	<p>Vocabulary: Sports</p> <p>Task 4. Complete the gaps. Use <i>play</i> or <i>do</i>.</p> <ol style="list-style-type: none">1. play football2. do martial arts3. play basketball

		4. do gymnastics 5. play tennis
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B. New lesson: (35 minutes)

1. Activity 1: (15 minutes)

- a. **Objectives:** to present modal verb can (affirmative, negative, interrogative and short answer) and introduce SS some linkers to link the ideas.
- b. **Content:** Modal verb can and a blog
- c. **Expected outcomes:** Ss can review modal verb and practise writing a blog
- d. **Competences:** communication, collaboration, critical thinking and synthesizing skills, creativity
- e. **Organization:**

T's activities	Ss' activities	Content
<p>- Present <i>can</i>. Say, then write on the board: <i>I can play football</i>. Underline the word can and explain that it shows that we are able to do sth. Say, then write on the board: <i>I can't do martial arts</i>. Underline the word can't and explain that this word shows that we are unable to do sth.</p> <p>- Ask Ss to read the table. Point out that can/can't is the same in all persons.</p> <p>- Ask Ss to ask and answer in pairs following the example using the sports in Exercise 4.</p> <p>- Monitor the activity around the class.</p>	<p>- Listen and take note</p> <p>- Work in pairs to complete the task</p>	<p>Task 5. Read the table. Ask and answer questions about the sports in Exercise. 4.</p> <p>- affirmative</p> <p>I/ You/ He/ She/ It/ We/ You/ They can play tennis.</p> <p>- negative</p> <p>I/ You/ He/ She/ It/ We/ You/ They can't do gymnastics.</p> <p>- interrogative & short answers</p> <p>Can I/ you/ he/ she/ it/ we/ you/ they ride a bike? Yes, I/ you/ he/ she/ it/ we/ you/ they can. No, I/ you/ he/ she/ it/ we/ you/ they can't.</p> <p>Eg: A: Can you play football? B: Yes, I can./No, I can't.</p> <p>Suggested Answer Key</p> <p>A: <i>Can you do martial arts?</i> B: <i>Yes, I can./No, I can't.</i></p> <p>A: <i>Can you play basketball?</i> B: <i>Yes, I can./No, I can't.</i></p> <p>A: <i>Can you do gymnastics?</i></p>

		<p><i>B: Yes, I can./No, I can't.</i></p> <p><i>A: Can you play tennis?</i></p> <p><i>B: Yes, I can./No, I can't.</i></p>
<p>- Read out the Note! box and explain the linkers (<i>and, or</i>) to Ss. \</p> <p>- Ask various Ss to tell the class what their partner can and can't do using <i>and, or</i>.</p>	<p>- Listen and take notes</p> <p>- Work in pairs to make the sentences with can, can't</p>	<p>Note!</p> <p>Linkers: <i>and, or</i></p> <p>and: link similar ideas</p> <p>or: link two or more alternatives</p> <p>Task 6. Tell the class what your partner can/can't do.</p> <p>Eg: Peter can play football, basketball and tennis. He can't do martial arts or gymnastics.</p> <p>Suggested Answer Key</p> <p><i>Tom can play football and tennis. He can't do gymnastics or play basketball.</i></p> <p><i>Sara can do gymnastics and play football.</i></p> <p><i>She can't play basketball or do martial arts.</i></p>
<p>- Ask Ss to complete the profile about themselves.</p> <p>- Demonstrate the task presenting yourself. (<i>Hello! I'm An and I'm 12 years old. I'm from Hanoi, Vietnam. I'm good at basketball.</i>)</p> <p>- Allow Ss some time to complete the task using linkers. Check Ss' answers.</p>	<p>- Complete the profile individually</p> <p>- Talk about themselves</p>	<p>Writing (a blog entry about yourself)</p> <p>Task 7. Complete the profile about yourself. Then complete a blog entry about yourself (about 30 words).</p> <p>Name: <u>An</u></p> <p>Age: <u>12</u> years old</p> <p>Nationality: <u>Vietnamese</u></p> <p>From (city/town/village): <u>Hanoi</u></p> <p>Country: <u>Vietnam</u></p> <p>Sports: <u>basketball</u></p> <p>Suggested Answer Key</p> <p>Hello! I'm An and I'm 12 years old. I'm from Hanoi, Vietnam. I'm good at basketball.</p>

2. Activity 2: Grammar (20 minutes)

- a. **Objectives:** to present personal pronouns/ possessive adjectives and revise verb "Be"
- b. **Content:** grammar rules and exercises of Subject personal pronouns/ possessive adjectives verb "be"

- c. **Expected outcomes:** Ss can revise personal pronouns/ possessive adjectives, verb “be” and use them in the real situation.
- d. **Competences:** communication, collaboration, critical thinking and synthesizing skills
- e. **Organization:**

T's activities	Ss' activities	Content																		
<p>- Read out the Note! box.</p> <p>- Present the subject pronouns.</p> <p>- Ask Ss to read the theory.</p> <p>Ask Ss to go through the cartoon and identify the words in bold (I: subject personal pronoun, my: possessive adjective). Then, explain the task and read out the example.</p> <p>- Give Ss time to complete the task and then check Ss' answers. One student reads out the first part of the sentence and another student reads out the second part. Ss can be in open or closed pairs.</p>	<p>- Read, listen and take notes</p> <p>- Complete the task individually then share with their partners</p>	<p>Subject personal pronouns/Possessive adjectives</p> <p>Note!</p> <ul style="list-style-type: none">• We use it for animals and things.• We use they for people, animals or things. <table><tr><td>subject personal pronouns</td><td>possessive adjectives</td></tr><tr><td>I</td><td>My</td></tr><tr><td>You</td><td>Your</td></tr><tr><td>He</td><td>His</td></tr><tr><td>She</td><td>Her</td></tr><tr><td>It</td><td>Its</td></tr><tr><td>We</td><td>Our</td></tr><tr><td>You</td><td>Your</td></tr><tr><td>They</td><td>their</td></tr></table> <p>Task 1. Read the table. Then match the sentences.</p> <ol style="list-style-type: none">1. I am Tony.2. You're Australian.3. He's Alan.4. She's 12.5. It's my book.6. Paul and Mary are British. <p>a. Their teacher is Mr. Brown.</p> <p>b. Its colour is black.</p> <p>c. His friend is Laura.</p> <p>d. Your friend is Australian, too!</p> <p>e. My friend is Eric.</p> <p>f. Her name is Amy.</p>	subject personal pronouns	possessive adjectives	I	My	You	Your	He	His	She	Her	It	Its	We	Our	You	Your	They	their
subject personal pronouns	possessive adjectives																			
I	My																			
You	Your																			
He	His																			
She	Her																			
It	Its																			
We	Our																			
You	Your																			
They	their																			

		<p>Answer key:</p> <p>1. e 2. d 3. c 4. f 5. b 6. a</p>
<ul style="list-style-type: none"> - Explain the task. - Allow Ss some time to replace the words in bold. - Check Ss' answers. 	<ul style="list-style-type: none"> - Complete the task individually and then share with their partners 	<p>Task 2. Complete the gaps with the correct subject pronoun or possessive adjective.</p> <p>1. Julie and I are friends. <u>Our</u> home is in London.</p> <p>2. This is Mario and Lyn. Their friend is Rosa.</p> <p>3. We're Greek. <u>Our</u> friends are Greek, too.</p> <p>4. This is Tom. <u>He</u> is from Canada.</p> <p>5. Jane is from the UK. <u>She</u> is 10 years old.</p>
<ul style="list-style-type: none"> - Explain the task. - Allow Ss some time to choose the correct words in bold and complete the sentences using the colour-coded pictures. - Check Ss' answers. 	<ul style="list-style-type: none"> - Complete the task individually and then share with their partners 	<p>Task 3. Look at the pictures. Read the sentences (1-5) and choose the correct item. Then complete the gaps with the correct words (A-E).</p> <p>1. I'm Julie and this is her/my _____ .</p> <p>2. This is Jake and this is his/your bicycle.</p> <p>3. I'm Anna and this is my/his brother Ben. This is your/our guitar.</p> <p>4. This is Jessica and this is her/its watch.</p> <p>5. Tim and Paul are friends and this is your/their ball.</p>
<ul style="list-style-type: none"> - Present the verb 'to be'. <p>Write on the board: <i>I am White. I'm White.</i> Present the</p>	<ul style="list-style-type: none"> - Listen to teacher and take notes 	<p>The verb to be</p> <p>affirmative</p> <p>I am ('m)</p> <p>You are ('re)</p>

<ul style="list-style-type: none"> - Give Ss time to complete the task. - Check Ss' answers. 	<ul style="list-style-type: none"> - Work in pairs 	<p>and I'm from the USA. This is my best friend, Kate. She's 11 years old. Our favourite sport is tennis.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Is Peter from the USA? Yes, he is. 2. <u>Is</u> he 11? <u>No</u>, <u>he isn't</u>. 3. <u>Are</u> Kate and Peter best friends? <u>Yes, they are</u>. 4. <u>Is</u> Kate 11 years old? <u>Yes, she is</u>. 5. <u>Is</u> basketball their favourite sport? <u>No, it isn't</u>.
<ul style="list-style-type: none"> - Explain the task and give Ss time to complete it. - Check Ss' answers. - Explain the game and monitor the class 	<ul style="list-style-type: none"> - Use their own information to complete the task - Take part in the game to review the lesson 	<p>Task 6. Make sentences that are true about you. Use the affirmative or negative.</p> <p>Suggested Answer Key</p> <ol style="list-style-type: none"> 1 I <u>am/am not</u> 15 years old. 2 My best friend <u>is/isn't</u> from Greece. 3 My favourite sport <u>is/isn't</u> tennis. 4 My friends <u>are/aren't</u> 14 years old. 5 Our favourite colour <u>is/isn't</u> green. 6 I <u>am/am not</u> good at tennis. <p>The contractions game</p> <p>Ss need to learn the contractions as they are very commonly used when speaking English.</p> <p>One simple activity you can do is to tell Ss you are going to say sentences. If the sentence is in the contraction form, Ss stay seated, but Ss should stand up and repeat the sentence with the contraction if the sentence is NOT contracted.</p> <p>Example</p> <p>T: <i>I'm English.</i></p> <p>Ss: <i>[Stay seated]</i></p> <p>T: <i>She is Canadian.</i></p> <p>Ss: <i>[Stand up and say 'She's Canadian.']</i></p>

C. Consolidation (3 minutes)

- Vocabulary about sports and family members.
- Subject personal pronouns/ possessive adjectives.
- Verb ***to be***.

D. Homework assigned (2 minutes)

- Learn Vocabulary about sports and family members.
- Do exercises in the workbook (page 5)

Reflection:

1. What did I like from the lesson?

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2. What should I improve in the next lesson?

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TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Date: _____

Lesson 3: MY FAMILY (pp. 10-12)

Period: _____

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- learn/review vocabulary about family members and character adjectives.
- learn/review structure have got (affirmative and negative).
- know how to describe people.

b. Core competences & language skills:

- enhance Ss' language skills
- develop Ss' collaboration.
- improve Ss' communication, critical thinking and other skills.

c. Personal qualities:

- be collaborative and supportive in pair work and teamwork.
- love their countries and their communities.

II. Teaching aids:

- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any).
- **Students' aids:** Student books, notebooks.

III. Procedures:

A. Warm-up: (3 minutes)

- a. **Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.
- b. **Content:** Family members
- c. **Expected outcomes:** Ss can learn some vocabulary about family members and their synonyms.
- d. **Competences:** communication, collaboration, analytical thinking skills
- e. **Organization:**

T's activities	Ss' activities	Content
- Read out the <i>Note!</i> box.	- Listen and take notes	Family members Note! dad = father mum = mother grandma = grandmother granddad = grandfather

<ul style="list-style-type: none"> - Play the recording. - Check Ss' pronunciation and intonation. 	<ul style="list-style-type: none"> - Listen and repeat chorally or individually. 	Task 1. Look at Anna's family tree. Listen and repeat. (1.4)
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B. New lesson: (37 minutes)

1. Activity 1: (20 minutes)

- Objectives:** Present and express possession or relation and introduce vocabulary about people appearance.
- Content:** Modal verb can and writing a blog
- Expected outcomes:** Ss can remember the grammar points and describe people.
- Competences:** communication, collaboration, critical thinking and presentation skills
- Organization:

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Read out the Note! box about 's with Ss. - Direct Ss' attention to the family tree and explain the task. As an extension, say sentences about the people in Anna's family tree. Ss, in teams, find who the person/people is/are. - Check Ss' answers. <p>Example <i>T: He's Helen's husband.</i> <i>Team A S1: Bob. etc.</i></p>	<ul style="list-style-type: none"> - Listen and take notes - Complete the task. 	<p>Note! We use 's to express possession or relation e.g. Tony's book, Tony's dad.</p> <p>Task 2. Look at Anna's family tree. Complete the sentences with words from Exercise 1.</p> <ol style="list-style-type: none"> 1. Bob is Anna's <u>granddad</u>. 2. Lara is Anna's <u>aunt</u>. 3. Nick is Anna's <u>brother</u>. 4. Sue is Anna's <u>cousin</u>. 5. Anna is Mary's <u>daughter</u>. 6. Lara is Alex's <u>wife</u>. 7. Mary is Nick's <u>mum/mother</u>. 8. Helen is Anna's <u>grandma/grandmother</u>. 9. Alex is Anna's <u>uncle</u>. 10. Tom is Anna's <u>dad/father</u>.
<ul style="list-style-type: none"> - Explain the task. - Allow Ss time to make their family tree and then choose various Ss to present their family members to the class. 	<ul style="list-style-type: none"> - Complete the task using their own information then share with their partners - Present in front 	<p>Task 3. Draw your family tree. Present your family to the class.</p> <p><i>This is my family. My grandma is Iris and my granddad is Arthur. My mum is Amanda and my dad is Paul. My aunt is Carol and my uncle is Tony. My sister is Lisa and my brother is Dylan.</i></p>

<p>Extra Activity for weaker classes</p> <p>Ss find pictures of their family members and present their families to the class.</p> <p><i>e.g. This is my dad, Pedro. Etc.</i></p>	of class	
<ul style="list-style-type: none"> - Direct Ss to the pictures and go through the words. Read out the Note! box. - Play the recording. Ss listen and find out who the girls are. - Go through the blended consonants. NOTE: - Ask Ss to find words in the dialogue that contain blended consonants. 	<ul style="list-style-type: none"> - Listen and take notes - Complete the task individually and then share with their partners - Complete the task 	<p>Describing people</p> <p>Note!</p> <p>tall >< short</p> <p>thin >< lump</p> <p>young >< old</p> <p>Task 4. Look at the picture. Who are the girls? Listen and read the dialogue to find out. Find the words that contain blended consonants.</p> <p>Answer Key</p> <p><i>Jessica is the tall one.</i></p> <p><i>Mary is the short one.</i></p> <p><i>Blended consonants: great, Australia, friend, plump</i></p> <p>Note!</p> <p>Blended consonants are two consonants together (bl, br, cl, cr, dr, fr, fl, gl, gr, pl, pr, sl, sm, sp, st, scr, str, tr, etc.). When pronounced, we hear all consonants e.g. bl – blue.</p>
<ul style="list-style-type: none"> - Read out the Question word box and present the question words. - Give Ss time to read the text again and answer the questions. - Give feedback 	<ul style="list-style-type: none"> - Read and answer the questions 	<p>Task 5. Answer the questions.</p> <p>1. Who is Barry's cousin?</p> <p>Jessica is Barry's cousin.</p> <p>2. Where is Mary from?</p> <p>Mary/She is from Australia.</p> <p>3. How old is Mary?</p> <p>Mary/She is 11.</p>

2. Activity 2: (17 minutes)

a. Objectives: to present character adjectives and the verb “have got”

- b. Content:** Character adjectives and “have got”- grammar rules and practice
- c. Expected outcomes:** Ss can use character adjectives to describe people and apply the verb “have to” in the real situation.
- d. Competences:** communication, collaboration, critical thinking skills and creativity
- e. Organization:**

T's activities	Ss' activities	Content
<p>- Read out the Note! box.</p> <p>- Ask Ss to look at the pictures and play the recording.</p> <p>- Check Ss' pronunciation and intonation. Then, elicit which words contain blended consonants.</p>	<p>- Listen and take notes</p> <p>-Listen and repeat chorally and/or individually.</p> <p>- Answer the question</p>	<p>Vocabulary: Character adjectives</p> <p>Note!</p> <p>Adjectives</p> <p>In English, adjectives do not change in gender or number. They go before a noun but after the verb to be e.g. Ann is tall. She's got a clever parrot. Her parrot is clever.</p> <p>Task 6. Listen and repeat. Which words contain blended consonants?</p> <p>1. kind 2. funny 3. friendly 4. polite 5. clever</p> <p>Answer Key <i>kind, friendly, clever</i></p>
<p>- Explain the task and give Ss time to complete it.</p> <p>- Check Ss' answers around the class.</p>	<p>- Complete the task individually and then practise with their partners</p>	<p>Task 7. Write the names of four of your family members. Ask and answer as in the example.</p> <p>Eg:</p> <p>A: Who's Paul? B: He's my dad. A: What is he like? B: He's clever.</p> <p>Answer Key</p> <p>A: Who's Helen? B: She's my mum. A: What is she like? B: She's kind. A: Who's Mary? B: She's my sister. A: What is she like? B: She's friendly. A: Who's Ted? B: He's my brother.</p>

and then explain the task and read out the examples.	notes	singular (he/she/it) of the verbs have got and be (is) e.g. He's got a cat. = He has got a cat. He's eleven. = He is eleven.
- Give Ss time to rewrite the remaining sentences and then check their answers on the board.	- Complete the task individually and then share with their partners	Task 3. Rewrite the sentences as in the examples. 1. Paul's from the UK. (<u>Paul is</u>) 2. Steve's got a rabbit. (<u>Steve has</u>) 3. Mary's American. (<u>Mary is</u>) 4. Tony's got a hamster. (<u>Tony has</u>). 5. Bob's got a sister. (<u>Bob has</u>)

C. Consolidation (3 minutes)

- Vocabulary about countries and nationalities.
- Structures to ask and answer about countries and nationalities.

D. Homework assigned (2 minutes)

- Learn vocabulary about countries and nationalities and structures to ask and answer about countries and nationalities.
- Do exercises in the workbook (page 7)

Reflection:

1. What did I like from the lesson?

-
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2. What should I improve in the next lesson?

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TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Date: _____

Lesson 4: NUMBERS (pp. 13-15)

Period: _____

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- remember vocabulary about numbers (1-100).
- apply structure have got (interrogative and short answers) in the real situation
- ask about telephone numbers.
- understand the rules of articles (a/an- the).

b. Core competences & language skills:

- develop Ss' language skills
- improve Ss' collaboration, communication, critical thinking and other skills.

c. Personal qualities:

- be collaborative and supportive in pair work and teamwork.
- love their countries and their communities.

II. Teaching aids:

- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any).
- **Students' aids:** Student books, notebooks.

III. Procedures

A. Warm-up: (5 minutes)

- a. Objectives:** To present and practise the verb "have got"
- b. Content:** Verb "have got" rules and task 4
- c. Expected outcomes:** Ss can remember and practise the verb "have got".
- d. Competences:** communication, analytical thinking skills
- e. Organization:**

T's activities	Ss' activities	Content	
- Present the interrogative form of 'have got'. Point to a S and ask: <i>Has Tim got a dog? (Yes, he has.)</i> Ask: <i>Has Tim got a cat? (No, he hasn't.)</i> Write these on the board and underline ' <i>Has ... got</i> ', <i>Yes, he has. /No, he hasn't.</i>	- Read and take notes	<i>Have got</i> (interrogative & short answers)	
		interrogative	short answers
		Have I/ you got ...?	Yes, I/ you have. No, I/ you haven't.
		Has he/ she/ it got ...?	Yes, he/ she/ it has. No, he/ she/ it hasn't.
		Have we/ you/	Yes, we/ you/ they have.

<ul style="list-style-type: none">- Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (<i>Yes + personal pronoun/noun + have/ has – No + personal/pronoun/noun + haven't/ hasn't</i>). Alternatively, you can use the cartoon to explain how we form the interrogative & short answers of 'have got'.- Ask Ss to read the table and then read out the examples.- Give Ss time to complete the task and then check Ss' answers on the board.	<ul style="list-style-type: none">- Complete the task and then share with their partners	<table><tr><td>they got ...?</td><td>No, we/ you/ they haven't.</td></tr></table> <p>Task 4. Read the table. Complete the questions. Then answer them.</p> <p>1 “_____ you _____ a cat?” “Yes, I _____.”</p> <p>2 “Has Jack got a brother?” “Yes, he has.”</p> <p>3 “Have they got a frog?” “No, they haven't.”</p> <p>4 “Has Julie got a sister?” “No, she hasn't.”</p> <p>5 “Have Zack and you got a hamster?” “Yes, we have.”</p>	they got ...?	No, we/ you/ they haven't.
they got ...?	No, we/ you/ they haven't.			

B. New lesson: (35 minutes)

1. Activity 1: (15 minutes)

- Objectives:** to practise the verb “have got”, revise positive case and make questions
- Content:** “Have got”- positive cases and question word “whose”
- Expected outcomes:** Ss can use the grammar points in the task
- Competences:** communication, collaboration, critical thinking skills and creativity
- Organization:**

T's activities	Ss' activities	Content
<p>- Explain the task and then read out the example.</p> <p>- Give Ss time to complete the task and then check Ss' answers.</p>	<p>- Complete the task individually and then share with their partners</p>	<p>Task 5. Form complete questions, then answer them as in the example.</p> <p>1. you/a big family? Have you got a big family? Yes, I have/ No, I haven't</p> <p>2. your best friend/brother? Has your best friend got a brother? Yes, he/she has./No, he/she hasn't.</p> <p>3. you/a sister? Have you got a sister? Yes, I have./No, I haven't.</p>

		<p>4. your parents/cat?</p> <p>Have your parents got a cat? Yes, they have./ No, they haven't.</p>				
<p>- Read out the theory box and explain the possessive case.</p> <p>- Go through the cartoon with Ss. Elicit when we use <i>whose</i> (to ask about possession).</p> <p>- Give Ss time to complete the task.</p> <p>- Check Ss' answers.</p>	<p>- Listen and take notes</p> <p>- Complete the task individually and then share with their partners</p>	<p>Possessive case ('s – of the)</p> <table><tr><td>one person + 's</td><td>two people + 's</td></tr><tr><td>Mary's aunt</td><td>Bob and Al's dog</td></tr></table> <p>Note!</p> <p>We do not use 's for objects. We use of the. The colour of the book is blue. (NOT: <i>The book's colour</i>)</p> <p>Task 6. Read the theory box. Then choose the correct item.</p> <p>1 It's the book of the girl/girl's book.</p> <p>2 The bag's colour/ colour of the bag is red.</p> <p>3 Kate's sister/The sister of Kate has got a frog.</p> <p>4 Mark and Sam's dog/ The dog of Mark and Sam is small.</p>	one person + 's	two people + 's	Mary's aunt	Bob and Al's dog
one person + 's	two people + 's					
Mary's aunt	Bob and Al's dog					
<p>- Read out the ?Word box.</p> <p>- Explain the task and read out the example.</p> <p>- Give Ss' time to complete the remaining items.</p> <p>- Check Ss' answers.</p>	<p>- Complete the task individually and then share with their partners</p> <p>- Practise asking and answering with their partners</p>	<p>Question word: Whose: ask for possession</p> <p>Task 7. Write questions and answers as in the example.</p> <p>1. book? Ann.</p> <p>Whose book is this?</p> <p>It's Ann's</p> <p>2. hamster? Mario</p> <p>Whose hamster is this?</p> <p>It's Mario's hamster.</p> <p>3. ball? Tom and Peter</p> <p>Whose ball is this?</p> <p>It's Tom and Peter's ball.</p>				

2. Activity 2: (10 minutes)


a. **Objectives:** to present and practise numbers 1-100"


b. **Content:** numbers 1-200

c. **Expected outcomes:** Ss can use numbers ask and answer about telephone numbers

d. **Competences:** communication, collaboration, critical thinking skills

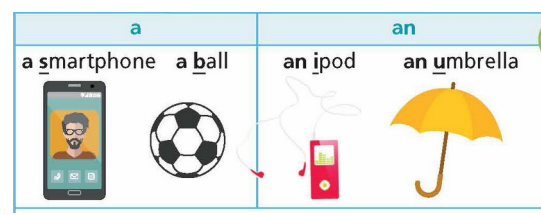
e. **Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Play the recording. Ss listen and repeat the numbers. - Ask Ss to count from 1-20 one after the other. 	<ul style="list-style-type: none"> - Listen and repeat chorally 	<p>Numbers 1-20</p> <p>Task 1. Listen and repeat. (1.7)</p> 
<ul style="list-style-type: none"> - Read the Note! aloud. - Choose two Ss to read through the example dialogue. - Allow Ss some time to complete the task with the rest of the numbers in closed pairs. - Monitor the activity around the class. - Ask some pairs to act out their dialogues. 	<ul style="list-style-type: none"> - Read and take notes - Practise asking and answering the telephone numbers - Work in pairs 	<p>Asking about telephone numbers</p> <p>Note!</p> <p>In English, when we use 0 (zero) in telephone numbers, we say <i>oh</i> NOT zero.</p> <p>Task 2. Ask and answer as in the example.</p> <p>Eg:</p> <p>1. A: What's your telephone number? B: It's two-six-five-oh-eight-two-seven-eight.</p> <p>1. 26508278</p> <p>2. 55243089</p> <p>3. 22943318</p> <p>4. 72098632</p> <p>5. 37025921</p> <p>Answer Key</p> <p>2. B: It's double five – two – four – three – oh – eight – nine.</p> <p>3. B: It's double two – nine – four – double three – one – eight.</p> <p>4. B: It's seven – two – oh – nine – eight – six – three – two.</p> <p>5. B: It's three – seven – oh – two – five – nine – two – one.</p>
<ul style="list-style-type: none"> - Read the Note! aloud. - Play the recording. Ss 	<ul style="list-style-type: none"> - Read and 	<p>Note!</p> <p>In English, when we write a compound number (any number made up of two words),</p>

listen and repeat the numbers.	take notes - Listen and repeat chorally	we use a hyphen in between them e.g. 46 forty-six. 
<ul style="list-style-type: none"> - Play the recording. - Ss listen and circle the correct number. - Check Ss' answers. - As an extension, T can prepare bingo cards with various numbers from 1-100, then play BINGO with their Ss. Say numbers from 1-100. Ss in teams write the number on the board. <p>T: 26</p> <p>Team A S1: twenty-six</p>	<ul style="list-style-type: none"> - Complete the task individually and then compare with their partners 	<p>Task 4. Listen and circle the numbers you hear:</p> <p>Answer key</p> <p>1. 20 2. 100 3. 50 4. 42 5. 13 6. 80</p>

3. Activity 3: (10 minutes)

- Objectives:** to present the rules of articles and practise using them
- Content:** Articles A, An-the
- Expected outcomes:** Ss can understand the rules of articles and complete the task
- Competences:** communication, collaboration, critical thinking skills
- Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Read out the cartoon. <p>Elicit/Explain that the words in bold are used when we talk about sb or sth in general. Elicit when we use a (before singular nouns starting with a consonant sound) or an (before singular nouns that begin with a vowel sound). Go through the grammar</p>	<ul style="list-style-type: none"> - Read and take notes 	<p>Read the theory box.</p> <p>a/an – the</p> <p>1. a/an</p> <div data-bbox="837 1769 1380 1982">  </div> <ul style="list-style-type: none"> • We use a/an when we talk about a person, animal or thing in general. • We use a before singular nouns that begin

<p>rules.</p> <p>- Ask Ss to give other examples of their own if possible.</p> <p>- Go through the use of 'the' in the theory table.</p>		<p>with a consonant sound, e.g. a book.</p> <ul style="list-style-type: none"> We use an before singular countable nouns that begin with a vowel sound, e.g. an egg BUT an hour. <p>2. the</p> <p>We use the when we talk about something specific or something mentioned before.</p> <p>The pen on the desk is Mary's.</p> <p>This is a smartphone. The smartphone is black.</p>
<p>- Allow some time for Ss to complete the exercise. Ss can work in closed pairs.</p> <p>- Check Ss' answers.</p>	<p>- Complete the task individually and then share with their partners</p>	<p>Task 6: Fill in the gaps with a/an or the, then circle the correct colour. Which of the words in bold contain blended consonants?</p> <p>green, purple, black, blue, grey</p> <p>1. This is an anorak. The anorak is <u>pink/white</u>.</p> <p>2. This is a purse. The purse is <u>green/purple</u>.</p> <p>3. This is an alarm clock. The alarm clock is <u>yellow/black</u>.</p> <p>4. This is a watch. The watch is <u>purple/blue</u>.</p> <p>5. This is an umbrella. The umbrella is <u>red/black</u>.</p> <p>6. This is an e-reader. The e-reader is <u>grey/brown</u>.</p> <p>7. This is a sharpener. The sharpener is <u>orange/yellow</u>.</p> <p>8. This is a schoolbag. The schoolbag is <u>pink/green</u>.</p>

C. Consolidation (3 minutes)

- Vocabulary about numbers (1-100).
- Structure have got (interrogative and short answers).
- Asking about telephone numbers.
- Articles (a/an- the).

D. Homework assigned (2 minutes)

- Learn Vocabulary about numbers (1-100) and articles (a/an- the).

- Do exercises in the workbook (page 7)

Reflection:

1. What did I like from the lesson?

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2. What should I improve in the next lesson?

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TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Date: _____

Lesson 5: GREETINGS & CLASSROOM LANGUAGE (pp. 16-17) **Period:** _____

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- learn/review how to introduce yourself and others.
- learn/review classroom language and imperative.

b. Core competences & language skills:

- develop Ss' language skills
- improve Ss' communication, critical thinking and other skills.

c. Personal qualities:

- be collaborative and supportive in pair work and teamwork.
- love their countries and their communities.


II. Teaching aids:


- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any).
- **Students' aids:** Student books, notebooks.

III. Procedures:

A. Warm-up: (5 minutes)

- a. **Objectives:** to introduce the ways people greet and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.
- b. **Content:** Greetings
- c. **Expected outcomes:** Ss can learn how to greet people.
- d. **Competences:** communication, collaboration, analytical thinking skills
- e. **Organization:**

T's Activities	Ss' Activities	Content
<ul style="list-style-type: none">- Explain that the sentences in Exercise 1 are typical ones the British use to greet people.- Play the recording. You can ask Ss to provide their native language equivalents.	<ul style="list-style-type: none">- Ss repeat chorally or individually.- Take notes	<p>Greetings:</p> <p>Task 1. Listen and repeat</p> 

		
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B. New lesson: (35 minutes)

1. Activity 1: (15 minutes)

- Objectives:** to review the ways of greetings and introducing yourself/ others
- Content:** greeting and introducing yourself and others
- Expected outcomes:** Ss can greet people in different ways and introduce themselves/ others
- Competences:** communication, collaboration, critical thinking skills
- Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Read out the Note! box. - Read out the phrases and give Ss time to use them to complete the dialogue. 	<ul style="list-style-type: none"> - Listen and take notes 	<p>Greetings – Introducing yourself/others</p> <p>Note!</p> <p>In English-speaking countries, people use Mr/ Mrs/ Ms + a surname to address their teacher e.g. Hello, Ms.Green. (NOT: <i>Hello Kate</i> or <i>Hello teacher.</i>)</p>
<ul style="list-style-type: none"> - Ask Ss to read and fill in the blanks with the words given - Play the recording. Ss listen and check their answers to Exercise 2a. - Divide the class into groups of three and ask 	<ul style="list-style-type: none"> - Read the dialogue and fill in the blanks with words given and then share with their friends - Listen and check the answer. 	<p>Task 2.</p> <p>a. Complete the dialogue with the phrases below.</p> <p>• Goodbye • Hello • This is • Nice to meet you</p> <p>Mrs.White: 1) <u>Hello</u>, I'm Mrs White. What's your name?</p> <p>Nat: Hello, Mrs White. My name's Nat. 2) <u>This is</u> Barry.</p> <p>Mrs.White: 3) <u>Nice to meet you</u>, Barry.</p> <p>Barry: Nice to meet you, too. 4) <u>Goodbye!</u></p> <p>Mrs.White: Bye.</p> <p>b. Listen and check. Then read the dialogue aloud.</p>

them to take roles and read the dialogue aloud.	- Work in groups to read the dialogue aloud	
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2. Activity 2: (20 minutes)

- a. **Objectives:** to present and practise using classroom language
- b. **Content:** Classroom language
- c. **Expected outcomes:** Ss can use classroom language and understand basic imperative of their teacher.
- d. **Competences:** communication, collaboration, critical thinking skills
- e. **Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none"> - Play the recording with pauses for Ss to repeat chorally and/or individually. - Pay attention to Ss' pronunciation and intonation. 	<ul style="list-style-type: none"> - Listen and repeat chorally and individually - Take notes 	Classroom language Task 3. Listen and repeat. <ul style="list-style-type: none"> - Listen. - Read. - Don't talk, please. - Close your books. - Open your books. - Sit down, please. - Come to the board, please. - Write in your notebooks. - Stand up, please.
<ul style="list-style-type: none"> - Read out the Note! box and go through the table. Elicit how we form the imperative. Point out that we can use <i>please</i> to sound more polite. - Ask a pair of Ss to model the activity using the example. - Have Ss complete the task in pairs. Ask various pairs around 	<ul style="list-style-type: none"> - Read and take notes - Work in pairs - Act out the situation 	Note! <ul style="list-style-type: none"> - We use the imperative to give: an order e.g. Stand up.; instructions e.g. Open your book on p. 25. - Imperative <ul style="list-style-type: none"> + base form of the verb affirmative Eg: Open your books. <ul style="list-style-type: none"> + negative Don't + base form of the verb Eg: Don't open your books. Task 4. Make imperative sentences. Then your partner acts out what you ask him/her to do. Student A: Stand up, please.

the class to share their answers.		Student B: (<i>stands up</i>)
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C. Consolidation (3 minutes)

- Greetings and introducing.
- Classroom language and imperative.

D. Homework assigned (2 minutes)

- Learn classroom language and imperative
- Do exercises in the workbook (pages 8-9)

Reflection:

1. What did I like from the lesson?

-
-

2. What should I improve in the next lesson?

-
-

TA 6 RIGHT ON LESSON PLAN

UNIT: HELLO

Date: _____

Lesson 6: NATIONAL PRIDE (pp. 18-19)

Period: _____

I. Objectives (learning outcomes):

By the end of this lesson, students will be able to:

a. Knowledge:

- learn about The United Kingdom.
- draw a map of Vietnam.

b. Core competences & language skills:

- develop Ss' language skills.
- improve Ss' communication, presentation, critical thinking and other skills.

c. Personal qualities:

- be collaborative and supportive in pair work and teamwork.
- love their countries and their communities.

II. Teaching aids:

- **Teacher's aids:** student book and teacher's book, class CDs, IWB software, projector/interactive whiteboard /TV (if any).
- **Students' aids:** Student books, notebooks.

III. Procedures:

A. Warm-up: (3 minutes)

- a. **Objectives:** to introduce Great Britain and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.
- b. **Content:** The map of Great Britain
- c. **Expected outcomes:** Ss can learn about countries in Great Britain.
- d. **Competences:** communication, collaboration, analytical thinking skills
- e. Organization:

T's activities	Ss' activities	Content
- Ask Ss to look at the map. Elicit which countries are in Great Britain. - Play the recording. Ss listen and read the text and check.	- Look at the map and find the countries in Great Britain. - Listen and check	Task 1. Look at the map. Which countries are in Great Britain? Listen, read and check. 1.13 Answer Key <i>England, Wales and Scotland are in Great Britain.</i>

B. New lesson: (37 minutes)

1. Activity 1: (10 minutes)





- a. **Objectives:** to present UK and its features.
- b. **Content:** A text about UK (task 2)
- c. **Expected outcomes:** Ss can have some information about UK
- d. **Competences:** communication, collaboration, critical thinking and presentation skills
- e. **Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none">- Ask Ss to read the texts and then complete the labels on the map.- Check Ss' answers. - Read out the Note! box.- Ask various Ss to present different parts of the UK to the class.- Play the video for Ss and elicit their comments.	<ul style="list-style-type: none">- Read the texts and then complete the labels on the map. - Read and take notes- Work in group- Present other parts of the UK	<p>Task 2. Read the texts and complete the cities on the map. Choose one part of the UK and present it to the class.</p> <p>Suggested Answer Key</p> <p><i>England is one part of the UK. The capital city of England is London. The Palace of Westminster is a famous landmark in London. Bath is another city in England and a famous landmark in Bath is the ancient Roman Spa.</i></p> <p>Note!</p> <p>We do not use the with names of cities, towns or villages.</p>

2. Activity 2: (27 minutes)

- a. **Objectives:** to know and discover useful information about Vietnam.
- b. **Content:** Project- Presentation and National Pride
- c. **Expected outcomes:** Ss can know more information about their country and love their it more.
- d. **Competences:** communication, collaboration, critical thinking, presentation and research skills
- e. **Organization:**

T's activities	Ss' activities	Content
<ul style="list-style-type: none">- Ask Ss to work in groups and look up information on the Internet or in encyclopaedias/ other reference books and then	<ul style="list-style-type: none">- Work in group to find the information	<p>Task 3. Collect information about your country under the headings: country – capital city – other cities – landmarks. Present your country to the class.</p> <p>Suggested Answer Key</p>

use the information to present their country to the class.		<p>Country: Vietnam</p> <p>Capital city: Hanoi</p> <p>Other cities: Ho Chi Minh City, Đà Nẵng and Huế...</p> <p>Landmarks: Hạ Long Bay, Hanoi Citadel, Khải Định Tomb</p> <p><i>I am from Vietnam. The capital city of Vietnam is Hanoi. Other cities are Ho Chi Minh City, Đà Nẵng and Huế. Some famous landmarks from Vietnam are Hạ Long Bay, Hanoi Citadel and Khải Định Tomb.</i></p>						
<ul style="list-style-type: none"> - Explain the task and give Ss time to draw their map and complete it including pictures. - Ask various Ss to present their maps to the class. - Alternatively, assign the task as HW and display the maps around the class. 	<ul style="list-style-type: none"> - Work in groups - Draw maps and then present to their class. 	<p>Project Time</p> <p>Draw the map of Vietnam in your notebook and complete it with the name of the capital city and other cities/towns. Put photos of each city/town and label them.</p> <p>Suggested answer:</p> <div>     </div>						
<ul style="list-style-type: none"> - Ask Ss to work in small groups and copy the headings into their notebooks. Give them time to collect information about famous landmarks in the cities in Exercise 1 and complete their notes. - Give Ss time to prepare a poster. Display the posters in the class. 	<ul style="list-style-type: none"> - Work in group to complete the task. - Hang their poster on the wall or on the board. 	<p>Task 2. Copy the headings below in your notebook. Collect information about famous landmarks in each of the cities in Exercise 1 and write it under the headings. Prepare a poster. Label the photos.</p> <p>Name of the landmark</p> <p>What it is (castle, bridge, wall, monument, tower, etc.)</p> <p>Where it is</p> <p>Suggested Answer Key</p> <table border="1"> <thead> <tr> <th>Name of landmark</th><th>What it is</th><th>Where it is</th></tr> </thead> <tbody> <tr> <td>Ho Chi Minh</td><td>mausoleum</td><td>Hanoi</td></tr> </tbody> </table>	Name of landmark	What it is	Where it is	Ho Chi Minh	mausoleum	Hanoi
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<i>Củ Chi Tunnel</i>	<i>tunnel</i>	<i>Ho Chi Minh City</i>						
<ul style="list-style-type: none"> - Ask various Ss to present Vietnamese landmarks to the class using the map in Exercise 1 and their notes from Exercise2. - Explain the task and explain what an itinerary is (A planned route or journey). Ask Ss to plan a trip to the cities in Exercise 1 and draw an itinerary on their map. - Ask various Ss to share their answers with the class. 	<ul style="list-style-type: none"> - Present their product - Listen and take notes, then their friends can give some comments 	<p>Presentation Skills</p> <p>Task 3. Use the map in Exercise1 and your notes in Exercise2 to present the landmarks to the class.</p> <p>My country is famous for its landmarks. ... is a ... in</p> <p><i>Suggested Answer Key</i></p> <p><i>My country is famous for its landmarks. Ho Chi Minh Mausoleum is a mausoleum in Hanoi. The Củ Chi Tunnel is a system of tunnels in Ho Chi Minh City.</i></p>						
<ul style="list-style-type: none"> - Give Ss time to research online about the colours of the Vietnamese flag and their meanings. - Ask Ss to tell the class. - Play the video for Ss and elicit their comments. - Explain that ‘national pride’ is a feeling of happiness and satisfaction from being a citizen of your country. - Explain the task and give Ss time to research other flags with the same colours as theirs. - Ask Ss to tell the class. 	<ul style="list-style-type: none"> - Research online about the colours of the Vietnamese flag and their meanings. - Present their answer - Work in groups and complete the task 	<p>National pride</p> <p>4. a. Look at the flag of Vietnam. What do the colours on it mean? Research information. Tell the class.</p> <p><i>Suggested Answer Key</i></p> <p><i>The colours of the Vietnamese flag are red and yellow. Red is for bloodshed during the struggle for liberation and yellow is for Vietnamese people skin’s colour.</i></p> <p>b. Find flags of other countries with the same colours as the Vietnamese flag. Tell the class.</p> <p><i>Suggested Answer Key</i></p> <p><i>China, Spain, Croatia, Liechtenstein, Kyrgyzstan, Belgium, etc.</i></p>						

C. Consolidation (3 minutes)

- The United Kingdom.
- Drawing a map of Vietnam.

D. Homework assigned (2')

- Learn vocabulary about numbers (1-100) and articles (a/an- the).
- Draw a map of Vietnam
- Do exercises in the workbook (pages 10-11)

Reflection:

1. What did I like from the lesson?

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2. What should I improve in the next lesson?

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