**UNIT 9: OUR SPORTS DAY**

**Lesson 1 – Period 57**

*Teaching day: 16/12 – 22/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.  - complete four target sentence patterns in four exchanges with the help of picture cues.  - sing the song *Our sports day* with the correct pronunciation, rhythm and melody. |
| **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 months in the year. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 63  - Audio tracks 89, 90  - Teacher’s guide: Pages 128, 129  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - Computer, projector, … |
| **III. PROCEDURES** | **Warm-up and review – Listen and match – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

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| **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 a sports day.  **Option 2: Guessing Game (PPT)**  - Teacher shows some clues (special dates, specific activities) for a month and pupils guess that month.  - Praise when they can guess correctly.  Ask pupils to open their books at page 63 and look at *Unit 9, Lesson 1, Activity 4.* | | Whole class/ Individual work  Group work | |  |
| **PRACTICE**  **Activity 4. Listen and match. (**5 minutes) | | | | | |
| a. Goal | To listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures. | | | |  |
| b. Input | Picture cues:  **1.** Mary **2.** Ben **3.** Lucy  **a.** a calendar showing August  **b.** a calendar showing June  **c.** a calendar showing 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 August.* | | | |  |
| c. Outcome | Pupils can listen to and understand three communicative contexts in which characters ask and answer questions about a sports day 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: Pupils’ answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. 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.** August **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: Pupils’ talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. 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: Pupils’ interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Game: Basketball (PPT)**  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns choosing a famous basketball game and answering the question.  - The team that has more points is the winner.  **Option 2: Game: Reorder the sentences.**  - 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. | | | Group work  Group work |  |

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – Period 58**

*Teaching day: 16/12 – 22/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.  - 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.  - 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. |
| **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 the months of the year. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 64  - Audio tracks 91, 92  - Teacher’s guide: Pages 130, 131, 132  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - Computer, projector, … |
| **III. PROCEDURES** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:** Play a video (PPT) and let pupils listen then sing along the song about months of the year. Pupils listen and revise the vocabulary by singing along the song.  **Option 2: Game: Unscramble the letters (PPT)**  - 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.  \* 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. | | 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: Pupils’ 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 *When's your sports day? – It's in \_\_\_\_\_\_.* to ask and answer questions about when a sports day is. | | | |  |
| 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: Pupils’ 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: Pupils’ 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 click 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. | | | Group work |  |

**UNIT 9: OUR SPORTS DAY**

**Lesson 2 – Period 59**

*Teaching day: 16/12 – 22/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - 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.  - complete two gapped dialogues with the help of picture cues.  - review vocabulary for months by playing the game *Who’s faster?* |
| **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 months of the year |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 65  - Audio track 93  - Teacher’s guide: Pages 132, 133, 134  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - Computer, projector, … |
| **III. PROCEDURES** | **Warm-up and review – Listen and tick – Look, complete and read –  Let’s play – Fun corner and wrap-up** |

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| **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 is in front of the class. They may use the target language in *Activities 2* and *3*.  **Option 2: The Football game**  - Give each pair some blue tack 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.  \* Ask pupils to open their books at page 65 and look at *Unit 9, Lesson 2, Activity 4*. | | Whole class/ Individual work  Whole class | |  |
| **PRACTICE**  **Activity 4. 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 if necessary. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** (10 minutes) | | | | | |
| a. Goal | To complete two gapped dialogues with the help of picture cues. | | | |  |
| b. Input | Two picture cues 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: Pupils’ answers  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s play.** (8 minutes) | | | | | |
| a. Goal | To review vocabulary for months by playing the game *Who’s faster?* | | | |  |
| b. Input | Three month words *January, February, March* and the example sentence  *Our sports day is in March.* on the board – Two groups of three pupils discussing to make sentences – A pupil holding a piece of paper and reading aloud the sentence  *Our sports day is in January.* | | | |  |
| c. Outcome | Pupils can review the vocabulary for months by playing the game *Who’s faster?* | | | |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to play the game *Who’s faster?* in groups. Explain how the game is played: each group makes sentences using month words and reads them aloud to the class. **Step 2:** Write three month words on the board (e.g. *January, March, August*) and a sentence as an example: *Our sports day is in March.* **Step 3:** Divide the class into groups of five. Ask groups to look at the words and the example on the board. Check comprehension. **Step 4:** Give each group a piece of paper. Have groups make two sentences with the two words *January* and *August*, then read the sentences aloud to the class. The group that makes correct sentences faster wins. **Step 5:** Continue the game with other sets of month words if time allows. | | | Group work |  |
| e. Assessment | - Performance products: Pupils’ 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 pupils with the ball stand up and ask and answer using the model sentences. (*When’s your sports day? / When’s your birthday? …* ) | | | Group work  Group work |  |

**UNIT 9: OUR SPORTS DAY**

**Lesson 3 – Period 60**

*Teaching day: 16/12 – 22/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - correctly repeat the sounds of the letter *y* in isolation, in the word *February* *(/i/)* as in the sentence *Our sports day is in February*, and the word *July (/aɪ/)*, as in the *My birthday is in July*.  - identify the target words *July* and *January* while listening.  - say the chant with the correct rhythm and pronunciation. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform learning tasks |
| **Attributes** | - Develop their interests in sports and show their responsibility by raising awareness of the months of the year. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 66  - Audio tracks 94, 95, 96  - Teacher’s guide: Pages 134, 135, 136  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 9)  - Computer, projector, … |
| **III. PROCEDURES** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:** 5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Spend a few minutes revising the previous lesson by asking pupils to play the game *Who's faster?* using the language learnt.  **Option 2: Game: “Keep it” or “Give it” (PPT)**  - 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.  \* Ask pupils to open their books at page 66 and look at Unit 9, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson. | | Whole class/ Individual work  Group work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** (5 minutes) | | | | | |
| a. Goal | To correctly repeat the sounds of the letter *y* in isolation, in the word *February* *(/i/)* as in the sentence *Our sports day is in February*, and the word *July (/aɪ/)*, as in the *My birthday is in July*. | | | |  |
| 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*. | | | |  |
| 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/ Group work |  |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **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: Pupils’ 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: Pupils’ interaction and performance  - Assessment tools: Observation; Answer key | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **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 comes 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. | | | Group work |  |