**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 1 - Period 57**

*Teaching day: 16/12 – 22/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

- complete four gapped exchanges with the help of picture cues.

- revise the target vocabulary items and structures through the game *Memory game*.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and reading tasks.

**3. Attributes**

- Show their love and interest in outdoor activities.

- Show their knowledge of doing outdoor activities safely.

**II. MATERIALS**

- Pupil’s book: Page 63

- Audio tracks 88

- Teacher’s guide: Pages 144, 145, 146

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**b. Content**

- Game: Secret boxes

**c. Expected outcomes**

- Pupils can correctly say the sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Secret boxes** | | |
| - Ask pupils if they remember the previous sentence structures to ask and answer questions about where someone was in the past.  - Write the question and answers on the board.  - Divide the class into two groups. Have a pupil from each group play *one, two, three* to find the group going first.  - Have two pupils from each group choose a box, then look at the picture given and ask and answer questions about where someone was in the past.  - Ask the class to check their friends’ pronunciation. If they ask and answer the questions correctly, they will get points from the boxes for their groups.  - Continue the game until all the pictures are asked and answered.  - The group with more points wins the game. Praise the winner. | - Give the sentence structures about where someone was in the past.    - Look at the question and answers on the board.  - Work in two groups. Play *one, two, three* to find the group going first.  - Choose a box, then look at the picture given and ask and answer the question about where someone was in the past.  - Check their friends’ pronunciation.  - Continue playing the game.  - Praise the winner. | - Sentence structures: *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.*  - Pictures *(theatre, aquarium, campsite, funfair, beach, school)* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about where someone was, and they can tick or cross the pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 88) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask them to identify the characters and the places. For example, the boys in Picture **1** are at the funfair. The children in Picture **2** are at the cinema. The girls in Picture **3** are at the sports centre. The boy and his father in Picture **4** are at the aquarium.  **Step 2:** Do Picture 1 together as an example. Play the recording of the first exchange *(Were you at the funfair yesterday? – Yes, we were.).* The exchange means that the children were at the funfair. Draw pupils’ attention to Picture **1**, where they can see two boys at  the funfair. So they should put a tick in the box.  **Step 3:** Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.  **Step 4:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus and individually. Correct their pronunciation where necessary. You may ask pupils to point at the pictures and say where the characters were yesterday (e.g. *Look at Picture 1. The boys (or Minh and Nam) were at the funfair yesterday. Look at Picture 2. The children were at the cinema yesterday*.) | - Pupils look at the pictures and ask them to identify the characters and the places.  - Pupils follow the teacher demonstrating the example.  - Pupils listen to the recording all the way through. Then pupils listen and tick or cross the pictures.  - Pupils swap books with a partner to check their answers, then check as a class.  - Pupils listen to the recording, sentence by sentence and repeat in chorus and individually. | **- Picture cues:**  **1.** Minh and Nam at the funfair  **2.** Mary and her friends at the cinema  **3.** Mai and Mary at the sports centre  **4.** A boy and his father at the aquarium  **- Audio script:** **1.**  *A:* Were you at the funfair yesterday?  *B:* Yes, we were.  **2.**  *A:* Were you and your cousins at the theatre?  *B:* No, we weren’t. We were at the sports centre.  **3.**  *A:* I didn’t see you and Mai at the gym. Where were you?  *B:* We were at the campsite.  **4.**  *A:* Was your brother at home yesterday?  *B:* No, he wasn’t.  *A:* Where was he?  *B:* He was at the aquarium.  **\* Key:** *1. ✔, 2. 🗶, 3. 🗶, 4. ✔* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete four gapped exchanges with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete four gapped exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do Exchange 1 together as an example. Have pupils read the exchange. Draw their attention to the first gap in the question and explain that the gap refers to the place Linh and her friend(s) were last weekend. Let them look at the picture and identify the place (*funfair*). Then have pupils look at the answer and identify that the answer should be *we were*. Give pupils time to complete the gaps with *funfair* and *we were*.  **Step 2:** Give pupils time to do the rest of the task independently. Go around the classroom to offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class.  **Step 4:** Invite a few pairs to act out the completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils follow the teacher demonstrating the example.    - Pupils do the rest of the task independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - A few pairs act out the completed exchanges in front of the class. | - Picture cues  **1.** At the funfair  **2.** Lucy and Nam at the theatre  **3.** At the sports centre  **4.** Mary and Ben at the aquarium  - Four gapped exchanges to complete  **\* Key:**  *1. funfair, we were*  *2. we weren’t, theatre*  *3. We were*  *4. We were at the aquarium* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To revise the target vocabulary items and structures through the game *Memory game*.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the target vocabulary and structure items learnt in Lesson 1 through the *Memory game*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lesson 1. Explain how the game is played (in *Input*). Check comprehension.  **Step 2:** Invite two groups (three pupils each) to the front of the class. Have them listen to the topic (*At the campsite*). The first member of the first group (a girl) tells the place where she and her friends were yesterday (e.g. *We were at the campsite yesterday.*) The second member (a boy) listens to the girl, repeats the information about the place where she and her friends were yesterday (e.g. *They were at the campsite yesterday.*) The third member (a girl) repeats the boy’s information and adds in the place she and her friends were yesterday (e.g. *They were at the campsite yesterday. We were at the campsite, too*)*.* Check comprehension.  **Step 3:** Divide the class in groups of three. Set a time limit for pupils to play the game. The group members discuss and decide the order of the speakers in the group. The game ends when all group members have done their roles. The group that says the most sentences in the shortest time will win the game. | - Pupils listen to the teacher’s explanation.  - Two groups come to the front of the class. Pupils listen to the topic. Pupils follow the teacher’s instructions.  - Pupils work in groups of three. Pupils play the game. Praise the winner. | A picture showing two groups of pupils playing the game  - The teacher saying the topic *At the campsite*  - The first group consisting of three pupils:  A girl (Pupil 1): *We were at the campsite yesterday.*  A boy (Pupil 2): *They were at the campsite yesterday.*  A girl (Pupil 3): *They were at the campsite yesterday and we were at the campsite, too.*  - The second group still discussing |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Three guesses**

- Divide the class into two groups.

- Have a pupil from Group A stand in front of the class facing away from the board.

- Stick a flash card (e.g. *campsite*) on the board.

- Call on another pupil to ask a question to find out the place.

- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.

- Have pupils from each group take turns playing the game.

- The pupil getting a correct answer will get points for their group.

- The group with more points wins the game. Praise the winner.

**\* Option 2: Game: Throw a dice (ppt)**

- Explain how to play the game. Tell the pupils they are going to ask and answer the questions about where someone was in the past.

- Give an example.

- Divide the class into two groups.

- Ask two pupils from each group to play the game in turns.

- If they ask and answer the question correctly, they will throw the dice to get points for their groups.

E.g. Pupil A: *Were you on the beach yesterday?*

Pupil B: *No, I wasn’t.*

- The group with more points wins the game. Praise the winner.

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 58**

*Teaching day: 16/12 – 22/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

- correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

- use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

- use the phrases *listen to music, watch the fish, dance around the campfire, play chess* in relation to the topic “Our outdoor activities”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did in the past correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 64

- Audio tracks 89, 90

- Teacher’s guide: Pages 147, 148, 149

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the words and sentence structure *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**b. Content**

- Game: Memory Game

**c. Expected outcomes**

- Pupils can correctly say the words and sentence structure *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Memory Game** | | |
| - Tell pupils they are going to ask and answer questions about where someone was in the past.  - Ask pupils to write many words about places on the board.  - In turns, invite two pupils to ask and answer the question about where someone was in the past. Have them use the places on the board.  - Give stickers if they ask and answer correctly and fluently.  - Continue the game until all the words on the board are said. | - Listen to the teacher’s explanation.  - Write many words about places on the board.  - Ask and answer the questions about where someone was in the past. Use the places on the board.  - Continue playing the game. | - Sentence structures:  *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.*  - Places:  *school, zoo, theatre, campsite, aquarium, funfair, supermarket, bookshop, ...* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 89) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Let the class answer the question *Where were Mai and Minh last Saturday?* Check comprehension.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen and familiarise themselves with the characters’ voice. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Draw pupils’ attention to the use of *were* after *We*.  **Step 3:** Repeat the same procedure for Picture **b**. Draw pupils’ attention to the question *What did you do there?* and the answer *We played badminton.* Explain that they are used to asking and answering about the activity Minh and Mai did in the past (on Saturday).  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat both dialogues. Correct their pronunciation where necessary. | - Pupils look at Pictures **a** and **b**, identify the characters and answer the question.  - Pupils listen to the recording, point at the characters while listening.  - Pupils listen to the recording again, sentence by sentence, point to the sentences and repeat.  - Pupils listen to the teacher’s explanation.  - A few pairs of students listen to and repeat both dialogues in front of the class. | – Context **a**: Bill asks Mai where she and Minh were last Saturday and Mai  answers.  Bill: *I didn’t see you and Minh last Saturday. Where were you?*  Mai: *We were at the sports centre.*  – Context **b**: Bill asks Mai what she and Minh did there and Mai answers.  Bill: *What did you do there?*  Mai: *We played badminton.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

- To correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 30) | | |
| **Step 1:** Ask pupils to look at Picture **a**. Draw their attention to two girls listening to music at the theatre. Play the first part of the recording for pupils to listen and repeat the phrase (*listen to music*) under the picture, in chorus and individually, until they feel confident.  **Step 2:** Have pupils look at the speech bubbles and elicit the missing words in the answer (*listened to music*). Play the second part of the recording for pupils to listen to and repeat the question (*What did you do yesterday?*) and the answer (*We listened to music.*) until they feel confident. Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen*. Check comprehension.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.  **Step 4:** Invite a few pairs to point at the pictures and act out the exchanges in front of the class. Praise good performance. **Extension:** Put pupils into groups and have each group make two sentences, using the past tense of the verbs in the activity (e.g. *We listened to the radio yesterday. We watched a film on TV yesterday. They danced at the party last weekend. Yesterday afternoon, we played football after school.*). Set a time limit of one minute. The group with two correct sentences is the winner. | - Pupils look at Pictures **a**, **b**, **c**, and **d** and describe what they can see in each picture.  - Pupils listen to the recording and repeat the phrases in chorus and individually.  - Pupils listen to the recording and repeat the sentences in both bubbles a few times. Pupils follow the teacher’s instructions.  - Pupils point at the pictures and say the sentences in pairs.  - Pairs of pupils act out the exchanges in front of the class.  - Pupils work into groups and make two sentences, using the past tense of the verbs in the activity. | - Picture and word cues:  **a.** two girls at the theatre and the phrase *listen to music* underneath  **b.** two girls at the aquarium and the phrase *watch the fish* underneath  **c.** two boys at the campsite and the phrase *dance around the campfire* underneath  **d.** two boys playing chess and the phrase *play chess* underneath  - Speech bubbles:  *What did you do yesterday? - We \_\_\_.*  **Audio script:**  **a.** listen to music  **b.** watch the fish  **c.** dance around the campfire  **d.** play chess  **a.**  A: What did you do yesterday?  B: We listened to music.  **b.**  A: What did you do yesterday?  B: We watched the fish.  **c.**  A: What did you do yesterday?  B: We danced around the campfire.  **d.**  A: What did you do yesterday?  B: We played chess. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the pictures and identify the places and characters. Let pupils answer the questions such as *Who can you see? Where are they? What are they doing?* Remind them that the first exchange is used to ask and answer questions about  where someone was yesterday and the second about activities someone did there.  **Step 2:** Ask them to repeat the questions in chorus. Then point at each bubble and give an example answer for pupils to repeat in chorus (e.g. *Where were you yesterday? – We were at the campsite?, What did you do there? We danced around the campfire*.) Let pupils listen to and repeat the questions and the answers a few times, individually and in chorus.  **Step 3:** Give pupils time to work in pairs and take turns asking and answering questions about where the characters were and what they did with the help of the picture cues. Remind them to use the verbs in the past tense.  **Step 4:** Invite a few pairs to the front of the class and point at the pictures and act out the exchanges.  **Extension:** Put pupils into pairs and have them point at each picture and take turns asking and answering with the target structure of the activity in a freer context. | - Pupils look at the picture, identify the places and characters and answer the questions.    - Pupils listen to and repeat the questions and the answers a few times, individually and in chorus.  - Pupils work in pairs and take turns pointing and asking and answering questions about where the characters were and what they did with the help of the picture cues.  - Pairs of pupils come to the front of the classroom and act out the exchanges. | - Picture cues: two girls dancing around the campfire at the campsite,  two boys listening to music at the theatre, two girls watching the fish at the aquarium, two boys playing badminton at the sports centre  - Speech bubbles:  *Where were you yesterday? – \_\_\_\_.*  *What did you do yesterday? – \_\_\_\_.*  **Suggested answer:**  **The first picture:**  *Where were they yesterday?  – They were at the park.*  *What did they do there?  – They sang and danced.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Pass the ball (ppt)**

- Tell pupils how the game is played. Give an example.

- Give two different coloured balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a red ball fill in the question. Have the pupil with a yellow ball fill in the answer.

E.g. Pupil A: What did you do yesterday?

Pupil B: We played football.

- Praise pupils if they do the activity well.

**\* Option 2: Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words they have learnt on the board.

- Call out a phrase, e.g. *listen to music* and have the first pupil from each group race to slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with more points wins. Praise the winner.

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 59**

*Teaching day: 16/12 – 22/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand a text / passage in which the character talks about activities she and her friends did at the campsite and circle the correct options.

- complete two gapped exchanges with the help of picture cues.

- To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 65

- Audio track 91

- Teacher’s guide: Pages 150, 151

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the sentence structure *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**b. Content**

- Game: Hot Seat

**c. Expected outcomes**

- Pupils can correctly say the sentence structure *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Hot seat** | | |
| - Tell pupils that they are going to listen to music and answer the question.  - Divide the class into five groups.  - Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.  - Write a word on the board. One of the group members of the pupil in the Hot Seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.  - Continue until each group member has described a word to the pupil in the Hot Seat. | - Listen to the teacher’s explanation.  - Work in five groups.  - Sit in the Hot Seat, facing the classroom with the board behind him/her.  - Follow the teacher’s instructions.  - Continue playing the game. | Sentence structures:  *What did you do yesterday? - We \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand a recording in which the character talks about activities she and her friends did at the campsite, and circle the correct answers.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand a recording in which the character talks about the activities she

and her friends did at the campsite, and circle the correct answers.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 91) | | |
| **Step 1:** Ask pupils to read the questions and the answers. Draw their attention to the gaps in the answers and the options given. Have them work in pairs to guess the correct options that can be used to fill the gaps. Check comprehension.  **Step 2:** Play the recording all the way through so that pupils can become familiar with the character’s voice. Then play the recording again for them to listen and circle the correct options.  **Step 3:** Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop at the key sentence for the class to double-check their answers. Correct the answers if needed.  **Extension:** If time allows, have pupils retell the texts with the help of the answers they have done (e.g. *We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar*.) | - Pupils read the questions and the answers. Pupils work in pairs to guess the correct options that can be used to fill the gaps.  - Pupils listen to the recording to become familiar with the character’s voice. Pupils listen to the recording again and circle the correct options.  - Pupils swap their books with a partner and check their answers, then check as a class. Then listen to the recording to double-check their answers.  - Pupils retell the texts with the help of the answers they have done. | Picture cues:  Four questions and four gapped answers with two options to circle  **Audio script:**  My friends and I were at the campsite last Sunday. We did a lot of activities. In the morning, we walked around the lake. In the afternoon, we visited the zoo near the campsite. We watched peacocks, birds, and elephants. In the evening, I played the guitar and my friends danced around the campfire. We had a lot of fun.  **\* Key:** *1. a, 2. b, 3. b, 4. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete two gapped exchanges with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete two gapped exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do the first gapped exchange together as an example. Have pupils read the first question and guess the missing word in the answer (the place Ben was). Draw pupils’ attention to the picture and fill in the gap (e.g. *sports centre*). Then have pupils read the second question and guess the missing words in the answer (the activity Ben did). Ask them to look at the picture and elicit the missing words in the gap (*played football*). Give pupils time to read the exchange, look at the picture and fill in the gaps.  **Step 2:** Give pupils a time limit to do the second exchange. Go around the classroom and give help where necessary. Draw their attention to the use of *we* in the answers. Explain that we put -*ed* after the verb to show an activity in the past.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Extension:** Ask pupils to use other words to fill in the gaps in the two exchanges. Then invite one pair of pupils to act out the completed exchanges in front of the class. | - Pupils follow the teacher demonstrating the example.  - Pupils complete the gapped exchange 2 independently.  - Pupils swap books with a partner and check their answers, then check as a class. One pupil writes the answers on the board.  - Pupils use other words to fill in the gaps in the two exchanges. Then one pair of pupils acts out the completed exchanges in front of the class. | - Picture cues:  **1.** Ben playing football at the sports centre  **2.** Two girls listening to music at the theatre  - Two gapped exchanges to complete  **\* Key:** *1. sports centre, played football 2. we were, do, listened to music* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 92) | | |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Remind them the questions and answers in the lyrics are used to talk about the places the children were and the activities they did in the past (yesterday). Remind them the similarity of the questions but the differences in the answers in two verses of the lyrics. Encourage them to point at the pictures to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen carefully to the pronunciation and melody. Then play the recording line by line for them to listen and repeat. Correct their pronunciation where necessary.  **Step 3:** Play the recording all the way through and have pupils sing and clap along.  **Step 4:** Put pupils into two groups. One group sings the questions and the other group sings the answers.  **Extension:** Invite a few groups to the front of the class to sing. Encourage them to use other words to replace the place in the second line (e.g. I was on the beach) and the activities in the fourth and fifth lines (e.g. I played football, I played football on the beach). | - Pupils work in groups. Each group holds a piece of paper.  - Pupils look at the word on the board and write a sentence using the word within one minute. Pupils remember to make the sentence as long as possible.  - Pupils say the sentences aloud.  - Pupils continue playing the game. | Two pictures showing where the children were and what they did  The lyrics and recording of the song *What did you do?* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Matching game (ppt)**

- Tell the class they are going to match the phrases with the correct pictures.

- Stick the pictures and the phrases on the board. Have pupils read the phrases once or twice.

- Model the Picture 1 (*walk around the lake*). Have one pupil choose a phrase, e.g. *walked around the lake* suitable with Picture 1.

- If the pupils give the correct answers, they will get stickers.

- Continue the game until all the pictures and phrases are matched.

**\* Option 2: Questions and answers**

- Tell pupils they are going to ask and answer the questions about where their friends were and what they did there.

- Invite pairs of volunteers to the board. One pupil asks the question about where his/ her friend was and what he / she did there, another one answers the question.

E.g. Pupil *A: Where were you last weekend?*

Pupil *B: I was at the campsite.*

Pupil *A: What did you do there?*

Pupil *B: I danced around the campfire.*

- Have pairs of pupils continue practising with other friends.

- Praise pupils if they perform well.

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 60**

*Teaching day: 16/12 – 22/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly pronounce the three-syllable words with the stress on the first syllable as in *ˈcinema* and *ˈbakery* in isolation and as in the sentences *I was at the ˈcinema yesterday*. and *We were at the ˈbakery yesterday.*

- identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

- say the chant with the correct word stress, rhythm, and pronunciation.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 66

- Audio tracks 93, 94, 95

- Teacher’s guide: Pages 152, 153

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *What did you do?*

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can correctly sing the song *What did you do?* with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing. (Track 92)** | | |
| - Spend a few minutes revising the previous lesson by having pupils sing the song on page 65.  - Play the song for pupils to listen to and sing in chorus.  - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.  - Invite one pupil or a group to perform the song in front of the class. | - Listen to the teacher’s instructions.  - Listen and sing the song in chorus.  - Sing the song in chorus and clap hands to reinforce the activity.  - Perform the song in front of the class. | The lyrics and the recording of the song *What did you do?* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- To correctly pronounce the three-syllable words with the stress on the first syllable as in *ꞌcinema* and *ꞌbakery* in isolation and as in the sentences *I was at the ꞌcinema yesterday*. and *We were at the ꞌbakery yesterday.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the three-syllable words with the stress on the first syllable as in *ꞌcinema* and *ꞌbakery* in isolation and as in the sentences *I was at the ꞌcinema yesterday*. and *We were at the ꞌbakery yesterday.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 93) | | |
| **Step 1:** Have pupils point at the word *ꞌcinema* and the sentence *I was at the ꞌcinema yesterday.* Draw attention to the stress on the first syllable of the word *ꞌcinema.* Play the recording of the word and the sentence for pupils to listen and repeat in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary.  **Step 2:** Invite a few pupils to listen to and repeat the word and the sentence in front of the class. Praise them when they do the task well. **Step 3:** Repeat **Steps 1** and **2** for the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.  **Step 4:** Give pupils a time limit to practise saying the words and reading the sentences in pairs or groups. | - Pupils point to the word and the sentence. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.  - Pupils listen and repeat the stressed word and the sentence in front of the class.  - Pupils follow the teacher’s instructions.  - Pupils practise saying the words and reading the sentences in pairs or groups. | The word *ꞌcinema* and the sentence *I was at the ꞌcinema yesterday.*  The word *ꞌbakery* and the sentence *We were at the ꞌbakery yesterday*. |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

**b. Content**

- Activity 2. Circle, listen and check.

**c. Expected outcomes**

- Pupils identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 94) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to odd out the words with the first stress among the three syllable words. Then they listen to the recording and check the correct options. Check comprehension. **Step 2:** Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress on the first syllable. Then get pupils to swap books with a partner to check their answers. **Step 3:** Play the recording and have pupils listen and check the options. Correct the answers where necessary.  **Step 4:** Invite a few pupils to read aloud the words in front of the class. Correct the stress in the words where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils do the task individually. Pupils read the words and odd out the ones that have the stress on the first syllable. Then pupils swap books with a partner to check their answers.  - Pupils listen to the recording and check the options.  - Pupils read aloud the words in front of the class. | Three groups of three syllable words with one option to odd out  **Audio script:**  **1. a.** bakery **b.** tomorrow   **c.** pagoda **2. a.** cinema **b.** October   **c.** tomorrow **3. a.** bakery **b.** stadium   **c.** afternoon  **\* Key:**  ***1.*** *ꞌbakery*  ***2.*** *ꞌcinema*  ***3.*** *ꞌafternoon* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To say the chant with the correct word stress, rhythm, and pronunciation.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

- Pupils can say the chant with the correct word stress, rhythm, and pronunciation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 95) | | |
| **Step 1:** Have pupils read the first verse of the chant and draw their attention to the first stress on the words *yesterday, cinema* and *interesting*. Check comprehension.  **Step 2:** Play the recording of the first verse for pupils to listen. Play the recording again, lineby line, for pupils to listen and repeat. Draw their attention to the stress of the words, the rhythm and pronunciation. Encourage them to clap while chanting. **Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the first stress on the words *yesterday* and *bakery.* Check comprehension. **Step 4:** Play the recording all the way through for pupils to chant and clap. | - Pupils read the first verse of the chant and pay attention to the stress of the words *yesterday, cinema* and *interesting*.  - Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap while chanting.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording all the way through to chant and clap their hands. | Two pictures:  Mai watching a film at the cinema  Mary and Nam buying cakes at the bakery  The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Stand up - Sit down (ppt)**

- Tell pupils how to play the game.

- Have five pupils in each group take turns playing the game.

- Have them listen to the words and stand up or sit down. If they hear the word with the first syllable, they will stand up. If they hear the word with the second syllable, they will sit down.

- Repeat the game until all the words are said.

**\* Option 2: Game: Number race**

- Divide the class into two groups. Each group has five pupils.

- Give each pupil in one group a number so that each group has equal numbers.

- Say “first syllable word” and have pupils raise their hand to say a word with the first syllable.

- Repeat the game until all the words are said.