**UNIT 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 13**

*Teaching day: 10/02 – 16/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the phrases *on Children’s Day, on Teachers’ Day, on Sports Day event, at Mid-Autumn Festival* in relation to the topic “Our special days”;

- use What will you do \_\_\_? – We’ll \_\_\_. to ask and answer questions about what someone will do for a special day;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

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

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

**3. Attributes**

- Enhance understandings of what people do on special occasions.

**II. MATERIALS**

- Pupil’s book: Page 18

- Audio Tracks 21, 22

- Teacher’s guide: Pages 184, 185, 186

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by chanting.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- To say the chant with the correct stressed words, pronunciation and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** | | |
| - Greet the class and encourage pupils to respond to your greeting. - Revise the previous lesson by having pupils say the chant on page 16 (Unit 12, Lesson 3, Activity 3). - Ask pupils to open their books at page 18 and look at Unit 13, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson. | * Greet the teacher * Chant in chorus.   - Open their book and follow teacher’s instructions. | * The lyrics and recording of the chant. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in  
which the characters ask and answer questions about what someone will do for a special  
day.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

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| - Pupils can understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about what someone will do for a special day. |

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 21) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who can you see? Where are they? What are they talking about?*  **Step 2:** Draw pupils’ attention to Pictures **a**. Play the recording of the first dialogue for them to listen. Play it again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 3:** Repeat the same procedure with Picture **b** and the second dialogue. Draw their attention the question *What will you do on Children’s Day?* and the answer *We’ll sing,* *dance and have party.* Explain that they are used to ask and answer about activities someone will do for a special day.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.  - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording. | |  | | --- | | – Contexts: |   **a**: Mai and David talking about Children’s Day **b:** Mai asking David and David telling the activities they will do on Children’s Day - Speech bubbles: Mai: *Do you also have Children's Day in your country, David?* David: *Yes, we do. It's coming soon.* – Context **b**: Mai: *What will you do on Children’s Day?* David: *We’ll sing, dance and have a party.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

To correctly say the phrases *on Children’s Day, on Teachers’ Day, on Sports Day  
event, at Mid-Autumn Festival* and use *What will you do \_\_\_\_\_? – We’ll \_\_\_\_\_.* to ask and answer questions about what someone will do on / at a special day.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *What will you do \_\_\_\_\_? – We’ll \_\_\_\_\_.* to  
ask and answer questions about what someone will do on / at special days.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 22) | | |
| **Step 1:** Ask pupils to look at pictures **a, b, c** and **d** and identify four special days and activities.  **Step 2:** Play the first section of the recording for pupils to listen and repeat the phrases and activities under the pictures in chorus and individually, until they feel confident. Use the flashcards/ pictures for *on Children’s Day, on Teaches’ Day, on Sports Day* and *at Mid-Autumn Festival* to practise the phrases.  **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Play the recording of the first dialogue for Picture **a** for pupils to repeat it a few times. Repeat the same procedure with Pictures **b**, **c** and **d.**  **Step 4:** Have pupils point at the pictures and ask and answer questions in pairs. Go around the classroom to offer help where necessary.  **Step 5:** Invite a few pairs to the front of the class to point at the pictures and ask and answer questions about activities someone will do for special days.  **Extension:** For each picture, ask pupils to write two answers about what the children will do on / at a special day (e.g. For Picture a: *We’ll play the guitar and sing on Children’s Day. We’ll have a party on Children’s Day*.). | - Pupils look at the pictures and identify days and activities.  - Pupils point at the pictures, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.  - Pupils write two answers about what the children will do. | |  | | --- | | – Picture cues: |   **a**: Some children dancing on Children’s Day and the phrase / word *on Children’s Day / dance* underneath  **b**: Some children singing on Teachers’ Day and the phrase / word *on Teachers’ Day / sing* underneath  **c**: Two children playing badminton on Sports Day and the phrases *on Sports Day / play badminton* underneath  **d**: Some children having a party at Mid-Autumn Festival and the phrases *at MidAutumn Festival / have a party* underneath – Speech bubbles: le*What will you do \_\_\_? – We’ll \_\_\_\_\_.*  **Audio script:** a. on Children’s Day / dance b. on Teaches’ Day / sing c. on Sports Day / play badminton d. at Mid-Autumn Festival / have a party a.  Boy: What will you do on Children’s Day?  Girl: We’ll dance.  b.  Boy: What will you do on Teachers’ Day?  Girl: We’ll sing.  c.  Boy: What will you do on Sports Day?  Girl: We’ll play badminton.  d.  Boy: What will you do at Mid-Autumn Festival?  Girl: We’ll have a party. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use *What will you do \_\_\_\_\_? – \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What will you do on / at \_\_\_\_\_? – We’ll \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Have pupils look at the pictures. Draw their attention to the names of four special days and the activities characters will do on / at these days.  **Step 2:** Do the first picture together as an example. Elicit the missing words in the question (e.g. *on Children’s Day*) and the answer (e.g. *We’ll sing*) and write them on the board. Get pupils to say the completed sentences.  **Step 3:** Repeat **Step 3** with the other pictures. Then put pupils into pairs to ask and answer questions about what the children will do at the other events. Go around the classroom to offer support where necessary.  **Extension:** Put pupils into pairs to practise asking and answering questions about their own special days. Praise good performances.  ***Suggested questions and answers:*** What will you do on Children’s Day?  – We’ll go to the zoo.  What will you do on Teachers’ Day?  – We’ll sing and dance.  What will you do on Sports Day? –We’ll play football and badminton.  What will you do at Mid-Autumn Festival?  – We’ll have a party. | - Pupils look at the pictures and identify the character’s information in each picture.  - Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.  - Pairs of pupils practise asking and answering questions in front of the class. | |  | | --- | | – Picture cue:  Four pictures showing four different activities on / at four special days |   – Speech bubbles: *What will you do \_\_\_\_\_? – \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Preparation for the project:** Tell pupils about the project on page 23. Ask them to prepare for it at home by making a menu for their class party. They should write the names of some fruit, food and drinks they will have. Remind pupils to bring their menus to the class at Project time in Lesson 3.

**\* Option 1: Game: *“Spin the wheel”***

- Divide class into 2-4 teams

- Each team takes turns choosing a month of the year, then asks and answers using the clues shown on the screen. If the pupils can successfully make a conversation, they get to spin the wheel and get points for their teams.

**\* Option 2: Game: *“Pass the teddy bears”***

- Give two different colored teddy bears to two pupils, a black teddy bear (*ask the question*) and a white teddy bear (*answer the question*).

- Ask pupils to listen to music and pass the teddy bears.

- Stop music suddenly. Have the pupil with a black teddy bear make a question. Have the pupil with a white teddy bear answer the question.

e.g.Pupil *A: What will you do on Children’s Day?*

Pupil *B:* *We’ll go to the zoo.*

- Repeat the game several times.

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 1 - Period 14**

*Teaching day: 10/02 – 16/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which pupils ask and answer questions about what someone will do for a special day.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**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 pride in their personal information and what someone will do for a special day.

**II. MATERIALS**

- Pupil’s book: Page 19

- Audio Track: 23, 24

- Teacher’s guide: Pages 187, 188, 189

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise vocabularies

**b. Content**

- Game: *“Guesing game”*

**c. Expected outcomes**

- Pupils can correctly say the words about special days.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: “*Guessing game*”** | | |
| - Draw pupils’ attention to the screen.  - Explain the rules of the game: Pupils look at the clue and guess   * 1 open-picture: get 3 points * 2 open -pictures: get 2 points * All pictures left: 1 point | - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is. | Vocabularies: Special days  *Christmas Day – Teachers’ Day – Halloween Day - Mid-Autumn Festival – Children’s Day – Tet – Sports Day* |

**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 speakers ask and answer questions about what someone will do on / at a special day.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which speakers ask and answer

questions about what someone will do on / at special days 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 23) | | |
| **Step 1:** Draw pupils’ attention to the picture and ask: *What will they do?* to elicit the activities. Explain that they will look at activities in the pictures and tick or cross the boxes while listening.  **Step 2:** Play the recording all the way through for pupils to listen. Then play it again for pupils to listen and tick or cross the pictures. **Step 3:** 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 again sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may play the recording again, pausing after each sentence for dictation practice. | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.  - Pupils follow the teacher’s instructions.    - Pupils swap books with their partner, then check answers as a class.  - Pupils listen to the recording again to double-check their answers.  - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | **Picture cues:**  1. A group of children dancing  2. A group of children singing  3. Some boys playing football  4. A group of children having a party in the moon  **Audio script:**  1.  Girl: What’ll you do on Teacher’s Day?  Boy: We’ll sing.  2.  Girl: What’ll you do on Children’s Day?  Boy: We’ll dance.  3.  Girl: What’ll you do on Sports Day?  Boy: We’ll play football.  4.  Boy: Will you be at Mid-Autumn Festival?  Girl: Yes, we will.  Boy: What’ll you do?  Girl: We’ll have a party.  **Key:** **1. x 2. x**  **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 with the class as an example. Have pupils read the exchange and guess the missing word in the answer (e.g. do something on Children’s Day). Then draw pupils’ attention to the picture and elicit the activity they will do on that day (e.g. *have a party*). Nominate a pupil to write the answer on the board (e.g. *We’ll have a party*.). Have the class check the answer and copy down on their notebooks.  **Step 2:** Give pupils a time limit to read the gapped exchanges **2**, **3** and **4**, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.  **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 of pupils to read or act out four completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils look at the pictures and identify personal information of the character in each picture.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Exchange 1.  - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the exchanges aloud. | - Four picture cues  - Four gapped exchanges with the target sentences to complete.  – Picture cues:  1. Some children having a party on ’Children’s Day  2. Some children dancing on Teachers’ Day  3. Two children playing badminton on Sports Day  4. Some children singing and dancing at Mid-Autumn Festival  **\*Key:**  1. have a party  2. Teachers’ Day  3. on Sports Day, We’ll  4. What will, sing and dance |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen and complete the song *What will you do on Children’s Day?* and sing it with correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the lyrics while listening and sing the song*What will you do on Children’s Day?* and sing it with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing (Track 24)** | | |
| **Step 1:** Tell pupils that they should listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm and melody.  **Step 2:** Have pupils read the first verse of the lyrics and look at the picture underneath to guess the word(s) that can be used to fill in the gap in the answer (e.g. *sing*).  **Step 3:** Play the recording of the first verse of the song and let pupils fill in the gap (e.g. *sing*). Then play it again for pupils to practise singing line by line, until they feel confident.  **Step 4:** Repeat **Steps 2** and **3** for the second verse**.** Go around the classroom and offer help if necessary or correct pronunciation, rhythm and melody.  **Step 5:** Play the recording and let them listen and sing the whole song while clapping. Then invite a few groups to the front of the class to sing the song. The class may sing along and clap.  **Extension:** Have pupils brainstorm some other activities to replace the ones in the last lines of the lyrics, for example, *We’ll play the guitar and dance* or *We’ll play badminton and football* (Gap 1), *They’ll play the piano and sing* or *They’ll play some games and dance* (Gap 2). Then let pupils sing the song with the new lyrics. | - Pupils follow the teacher’s instructions.  - In groups, pupils discuss and make as many sentences as possible to answer the questions: “*What will you do on Children’s Day?”*  - The representative of each group comes to the front of the class and reads aloud their sentences. | - Two pictures showing different activities on Children’s Day and Teachers’ Day  - The gapped lyrics and recording of the song  Key:  1. sing  2. Teachers’ Day  3. guitar |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game:**

- Divide the class into 2 teams: Boys and Girls.

- In teams, they take turns reading and answering the questions. If they have the correct answers, they will get the points.

- The team with more points wins the game.

**\* Option 2: Game: *“Roll the dice”***

- Divide the class into groups of six. Have each pupil count the numbers from one to six.

- Ask a pupil from each group to roll the dice to choose a pupil asking the question.

- Ask that pupil to ask the question and invite another pupil of the group to answer the question.

E.g. Pupil *A: What will you do on \_\_\_\_\_\_?*

Pupil *B:* *We’ll \_\_\_\_\_\_*

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 15**

*Teaching day: 10/02 – 16/02/2025*

**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 drinks they will have at an event.

- correctly say the words pizza, burgers, milk tea, apple juice and use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will hav an event.

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s food and drinks at an event correctly and fluently.

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

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

**3. Attributes**

- Enhance understanding of different kinds of food and drinks at different styles of event.

**II. MATERIALS**

- Pupil’s book: Page 20

- Audio Tracks 25, 26

- Teacher’s guide: Pages 189, 190, 191

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the name of some special days (Children’s Day, Teacher’s Day, Mid-Autumn Festival, Sports Day)

**b. Content**

- Game: *“Guessing game”*

**c. Expected outcomes**

- Pupils can remember and say the name of common events correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“Lucky number”*** | | |
| - Teacher shows a picture and the date of the event and asks the pupil to guess the name of the event. - Ask pupils to share some information that they know about that event.  - Play the game.  - Afterwards, ask pupils to read all the words again. | - Listen to the teacher’s explanation.  - Look at the hints shown on screen.  - Say the name of the event.  - Play the game.  - Read all the words again.  - Share more information about the event. | Pictures hints and time that the events take place  (*Children’s Day – 1st June; Teacher’s Day – 20th November; Mid-Autumn Festival – 15th August lunar calendar; Sports Day – 27th March)* |

**e. Assessment**

- Performance products: Pupils’ 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 drinks they will have at an event.

**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 pupils ask and answer questions about drinks someone will have at an event.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 25) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and identify the characters and predict what they are talking about. Play the first dialogue of the recording for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 2:** Repeat **Step 1** for Picture **b**. Draw their attention to the question *What drinks will you have at the party?* and the answer *We’ll have fruit juice and milk tea.* Explain that they are used to talk about drinks someone will have at an event.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat. Go around the classroom and correct their pronunciation if necessary.  **Step 4:** Invite a few pairs to the front of the class to listen and act out the exchanges. | - Pupils look at Pictures **a** and **b** and identify the characters and predict what they are talking about.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat. Follow the same procedure with Picture **b**  - Pupils follow the teacher’s instructions.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a**:  Mary: *Hi, Mai. Will you come to my birthday party next Sunday?*  Mai: *Yes, I will. Thanks!*  – Context **b**:  Mai: *What drinks will you have at the party?*  Mary: *We’ll have fruit juice and milk tea.*  Mai: *Shall I bring some fruit?*  Mary: *Yes, please!* |

**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 words pizza, burgers, milk tea, apple juice and use What food / drinks will you have at the party? – We’ll have \_\_\_. to ask and answer questions about food and drinks someone will have at an event.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

Pupils can correctly say the words and use *What food / drinks will you have at the party?   
– We’ll have \_\_\_.* to ask and answer questions about food and drinks someone will have at an event.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 26) | | |
| **Step 1:** Ask pupils to look at Pictures **a, b, c** and **d** and identify the food and drinks.  **Step 2:** Play the first section of the recording for pupils to listen and repeat the words in chorus and individually, until they feel confident. Use the flash cards for *pizza, burgers, milk tea,* and *apple juice* to practise the words.  **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the first answer by pointing at Picture **a**, e.g. *We’ll have pizza.* Play the recording of the first dialogue for Picture **a** for pupils to repeat it a few times. Repeat **Step 3** with the dialogues for Pictures **b**, **c** and **d.**  **Step 4:** Let pupils point at the pictures and ask and answer the questions in pairs. Go around the classroom to offer help if necessary. Then invite a few pairs to point at the pictures and ask and answer questions about what food and drinks someone will have at an event.  **Extension:** Have pupils use both food and drinks in the question and answer of the exchange (e.g. What food and drinks will you have at the party? – We’ll have burgers and milk tea.) Then invite a few pairs to act out the exchanges in front of the class. Praise their good performances. | - Pupils look at Pictures **a, b, c** and **d** and identify the food and drinks.  - Pupils listen and repeat the words in chorus and individually.  - Pupils look at the speech bubbles and point to picture a. Listen to the audio and repeat. Do the same with pictures b, c, d.  - Pupils work in pairs and practise asking and answering the question *What do you do at the weekend? - I \_\_\_\_\_\_\_.*, using speech bubbles and Pictures a, b, c and d.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class.  - Listen to the teacher's instructions. Ask and answer questions about food and drinks at the party. | – Picture cues:  – **Picture cues:**  **a**: A pizza  **b**: Two burgers  **c**: Three glasses of milk tea  **d**: Two bottles of apple juice  – Speech bubbles:  *What food / drinks will you have at the party?*  *– We’ll have \_\_\_.* Audio script:a. pizza b. burgers c. milk tea d. apple juice a.  *A:* What food will you have at the party?*B:* We’ll have pizza.b.  *A:* What food will you have at the party?*B:* We’ll have burgers.c.*A:* What drinks will you have at the party?*B:* We’ll have milk tea.d.*A:* What drinks will you have at the party?*B:* We’ll have apple juice. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use *What food / drinks will you have at the party? – We’ll have \_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

Pupils can use *What food / drinks will you have at the party? – We’ll have \_\_\_\_\_\_\_\_\_.* in a

freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures and identify the contexts (see *Input*). Have them point at the food and drinks and say aloud their names. You may use flashcards to learn vocabulary items*.*  **Step 2:** Give pupils time to work in pairs and take turns asking and answering the question about food and drinks someone will have at two events. Go around the classroom to offer support.  **Step 3:** Invite a few pairs to the front of the class to ask and answer questions about food and drinks someone will have at each party *What food and drinks will you have at the party? – \_\_\_\_.* Praise pupils if they perform well.  **Extension:** Have pupils brainstorm some food and drinks they will have at their birthday parties (e.g. *I’ll have cakes, sweets, fruit and milk at my birthday party.*) Invite a few pupils to tell the class about them. | - Pupils look at the pictures. Pupils say the names of food and drinks in the pictures.  - Work in pairs, ask and answer questions about food and drinks omeone will have at two events.  - Pairs of pupils ask and answer questions about food and drinks someone will have at each party using the picture cues.  - Draw and write some food and drinks in a piece of paper about some food and drinks they will have at their birthday parties. Some pupils come to the front and share with their friends. | – Picture cues: Some food and drinks (chicken, vegetables, rice, grapes, mineral water and milk) for a meal on the first table  Some food and drinks (apples, chips, a pizza and a burger, apple juice and milk tea) for a  party on the second table  – Speech bubbles:  *What food and drink will you have at the party?*  - \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**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: *“Prepare for your party”***

- Divide the class into three teams.

- Tell the pupils that they are working at a restaurant. They have to ask their customers what food and drinks they want for their parties and serve on the table.

- Ask the pupils to look at pictures and read the full sentences.

- Ask pupils to check their friends’ pronunciation.

- Play the game.

**\* Option 2: Game: *“Run to the corner”***

- Draw pupils’ attention to the pictures and say the name of food and drinks.

- Ask 2 pupils to come to the front and ask about their food and drinks they want at their parties. When they finish answering the questions, other players (1 from each team) will run to the pictures mentioned and say the name of that food/ drinks. Who faster is the winner and get 1 point for that round.

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 2 - Period 16**

*Teaching day: 10/02 – 16/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the phrases and the words *apple juice, burgers, milk tea, pizza* in relation to the topic “Our special days”*;*

- use *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about the food and drinks someone will have at an event;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”.

**2. Competences**

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

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

**3. Attributes**

- Enhance understanding of what people eat and drink on special occasions.

- Express their preferences for food and drinks.

**II. MATERIALS**

- Pupil’s book: Page 21

- Audio Track 27

- Teacher’s guide: Page 191, 192, 193

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review vocabulary and sentence patterns learned in the previous lesson.

**b. Content**

- Discussion.

**c. Expected outcomes**

- Pupils can express their ideas, using words and sentences learned in the previous lesson.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Listen and choose the number.** | | |
| - Greet the class and encourage pupils to respond to your greeting.  - Warm up by having the class discuss what special occasions people organize parties.  - Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what someone will have at their birthday parties.  - Ask pupils to open their books at page 21 and look at Unit 13, Lesson 2, Activity 4. | - Greet the teacher.    - Think about the teacher's question and say the occasions/ special days.  - In pairs, ask and answer about what they will have at their birthday parties.  - Open their book and follow the teacher's instructions. | - Teacher’s questions |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand two communicative contexts in which characters talk about  
food and drinks they will have at an event and tick the correct pictures.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which pupils talk about food and  
drinks someone will have at an event, and they can tick the correct pictures.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 20) | | |
| **Step 1:** Have pupils look at Pictures **1a, 1b** and **1c.** Draw pupils’ attention to the similarities (e.g. the food) and differences (e.g. the drinks) among the pictures by asking the question *What food and drinks will they have?* Check comprehension. **Step 2:** Play the first dialogue of the recording all the way through. Then play it again for pupils to tick the correct picture.  **Step 3:** Repeat **Step 1** and **2** with Pictures **2a, 2b** and **2c.**  **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. You may put pupils into pairs and have them point at the pictures and act out the dialogues (e.g. Picture **1a**: P1: *What food and drinks will you have at the party?* – P2: *We’ll have burgers, chips, apples and mineral water*.) | - Pupils look at the pictures and say the food and drinks.    - Pupils listen to the recording and circle the correct picture. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time if needed.  - Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check answers as a class.  - Pupils listen to the recording to check their answers again.  - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | |  | | --- | | **1a**. Two burgers, some chips, two apples and two bottles of mineral water |   **1b.** Two burgers, some chips, two apples and two glasses of milk tea **1c**. Two burgers, some chips, two apples and two glasses of apple juice **2a**. Two burgers, some grapes and two glasses of apple juice **2b**. Two pizzas, some grapes and two glasses of apple juice **2c**. Some chips, some grapes and two glasses of apple juice **Audio script:** 1. A: What food will you have at the party? B: We’ll have burgers, chips and apples.  A: And what drinks will you have? B: We’ll have milk tea. 2. A: Will you have apple juice at the party? B: Yes, we will. A: What food will you have? B: We’ll have burgers and grapes.  Key: 1. b 2.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. Look, complete and read

**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:** Have pupils look at the pictures and identify the food and drinks someone will have at a meal / party. Check comprehension.  **Step 2:** Do the first gapped exchange together as an example. Have pupils read the exchange and draw their attention to the gap in the question (e.g. *will* for the future tense) and answer (e.g. the drinks someone will have). For Gap **2**, let them look at the picture and elicit the missing words (e.g. *apple juice*). **Step 3:** Repeat **Step 2** with the second gapped exchange. Give pupils time to do the second exchange independently. Go around the classroom and give further support where necessary. **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite a few pairs to read the completed exchanges or act them out in front of the class. | - Pupils look at the pictures and identify the food and drinks.  - Pupils read the dialogue.  - Pupils follow the teacher demonstrating the Exchange 1.  - Pupils complete gapped exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the exchanges aloud. | |  | | --- | | – Picture cues: |   **1**. Some rice, vegetables, chicken, and some apple juice, lemonade for a meal **2.** Some burgers, pizza, fish and chips, and some mineral water, milk tea for a party – Two gapped exchanges to complete  **Key:**  1. will, apple juice  2. burgers and pizza, we, mineral water and milk tea |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

To practise the target vocabulary and sentence patterns by playing the game *Our  
Children’s Day party menu.*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the vocabulary and structure items learnt in Lesson 2 by playing the  
game *Our Children’s Day party menu.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing. (track 21)** | | |
| **Step 1:** Tell the class that the game will be played in groups of three. Pupils in each group will discuss as many names of fruit, food and drinks as possible in the menu for their Children’s Day party (see *Input*). Then the representative of each group will show their menu and tell the class about it.  **Step 2:** For the first round, invite two or three groups to the front of the class. Give each group a large piece of paper. Let them have a time limit to make a menu (including fruit, food and drinks). The representative of each groups shows the menu and tells the class about it. The group that writes the most names of fruit, food or drinks in the shortest time will be given five points / stars.  **Step 3:** For the second round, each group shows and tells the menu to the class. The group that says the most sentences about their menu with correct grammar will be given five points / stars. The group that has the most points / stars will win the game. | - In groups, pupils discuss names of fruit, food and drink in the menu for their Children’s Day party.  - Representatives show their menu and tell the class. | |  | | --- | | - A teacher saying the word *fruit* (for the party) |   - A representative raising a table with the names of the fruit of the menu, saying: *This is our Children’s Day party menu. We’ll have mangoes, grapes and bananas.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1:**

- Pupils think about the menu for their birthday party.

- In pairs, pupils ask and answer about their friend’s menu. Then make notes and share with the class.

**\* Option 2: Game “Lucky Food*”* (ppt)**

- Teacher divides the class into 3 teams.

- Each team takes turns choosing a food/ drink and answering the question.

- Teacher checks the answer with the whole class.

- Pupils collect the points if they answer the question correctly.

- The team with the most points is the winner.