GEPS

Major Education

SEDIDCO

MAJOR SCIENCE

2

TEACHER'S GUIDE

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TOUR OF A UNIT

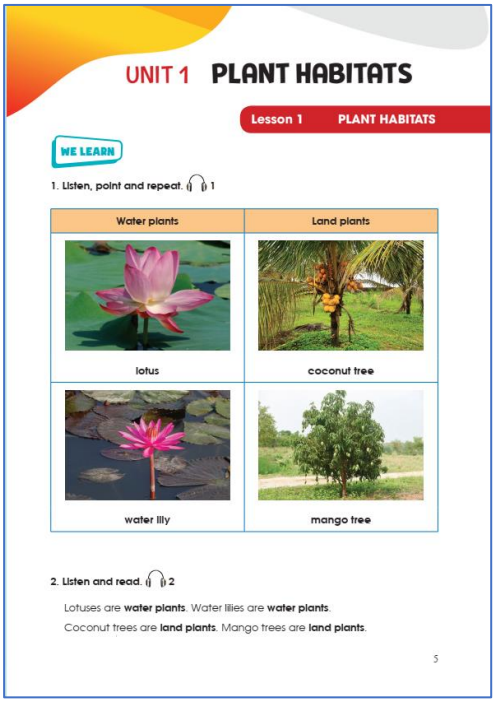
LESSON 1

1. WE LEARN

The first part of "We Learn" teaches and practices the new vocabulary of the Unit. It also provides pictures to demonstrate the new knowledge in science.

This provides the new vocabulary for the unit. The teacher can reinforce it with flashcards.

An activity to consolidate the new knowledge. It helps students to remember it easily.


UNIT 1 PLANT HABITATS

Lesson 1 PLANT HABITATS

WE LEARN

1. Listen, point and repeat.

Water plants	Land plants
lotus	coconut tree
water lily	mango tree

2. Listen and read.

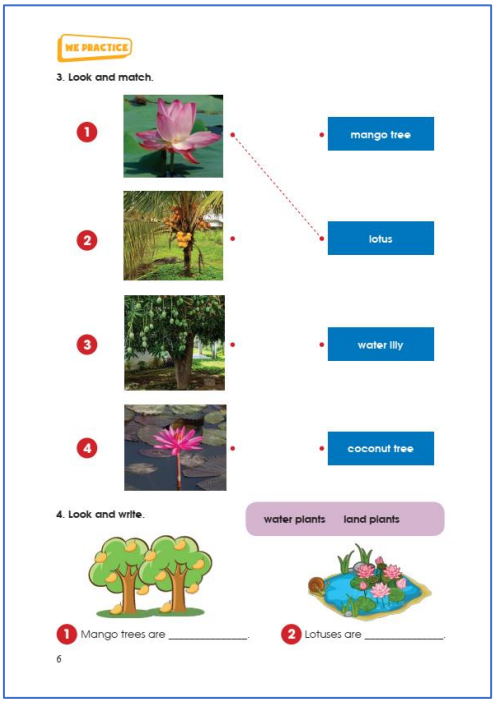
Lotuses are **water plants**. Water lilies are **water plants**.
Coconut trees are **land plants**. Mango trees are **land plants**.

5

2. WE PRACTICE

In this part, there are exercises in different English skills (Listening, Speaking, Reading, Writing) to practice the new knowledge in We Learn.

Exercises to provide opportunities to practice the new knowledge.


WE PRACTICE

3. Look and match.

1 mango tree
2 lotus
3 water lily
4 coconut tree

4. Look and write.

water plants land plants

1 Mango trees are _____.
2 Lotuses are _____.

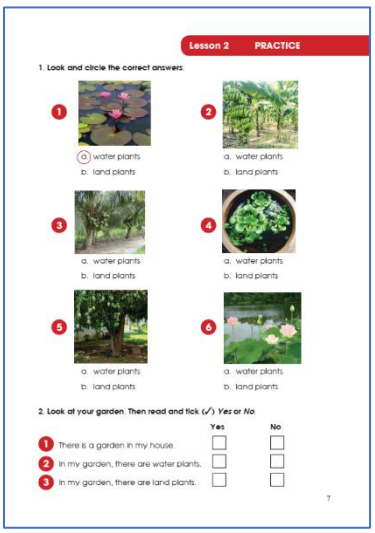
6

LESSON 2

1. WE PRACTICE & WE DO

There is a small activity and a project or activity as the work needed to create an outcome. The students can do it individually or in groups.

Exercises to consolidate to practice.

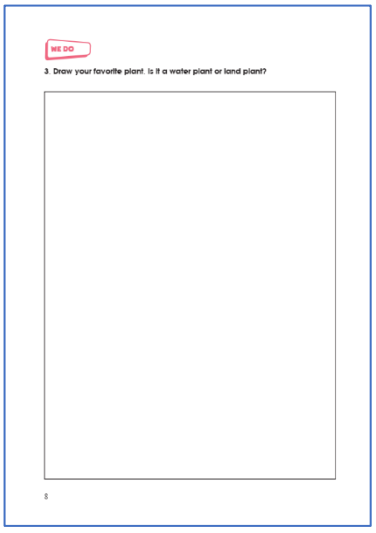

Lesson 2 PRACTICE

1. Look and circle the correct answers.

a. water plants
b. land plants

2. Look at your garden. Then read and tick (✓) Yes or No.

	Yes	No
1 There is a garden in my house.	☐	☐
2 In my garden, there are water plants.	☐	☐
3 In my garden, there are land plants.	☐	☐


WE DO

3. Draw your favorite plant. Is it a water plant or land plant?

Students do small projects and make their own products. It helps the lesson be more relatable and interesting.

2. WE READ

This part provides a short story that includes the vocabulary and the application of the knowledge in the unit to real-life situations. Students have a chance to act it out.

Students listen to the recording of the story.

WE READ

STORY

4. Listen and read the story. 3

MY GARDEN

1 There are many flowers in my garden.

2 What are these?

3 They're my lotuses.

4 Lotuses are water plants.

Values: Know plant habitats

The story with real-life characters and situations. Students can follow the story and act it out.

Values are the moral message of the story.

UNIT 1: PLANT HABITATS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Be familiar with some common plants in Việt Nam
- Identify different types of plants: land plants and water plants

Vocabulary: *lotus, coconut tree, water lily, mango tree*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, …

WARMER

The name game: Teacher starts the activity by asking the class to listen and repeat. First, the teacher says things that are true and the class repeats them. Then the teacher says something false – probably all or most of the class will repeat it. The teacher asks them 'Are you sure?' and then explains that some of the things will be true and others false. They should repeat only the true statements and stay silent about the false ones. When the teacher has led the activity for a while, the students can play the game in groups, taking turns to be the person who makes the statements. You may like to give them time to write their statements down. The teacher can give individual support in this way to students who need it. The teacher can specify the topics that the students can talk about to suit the context.

LEAD IN

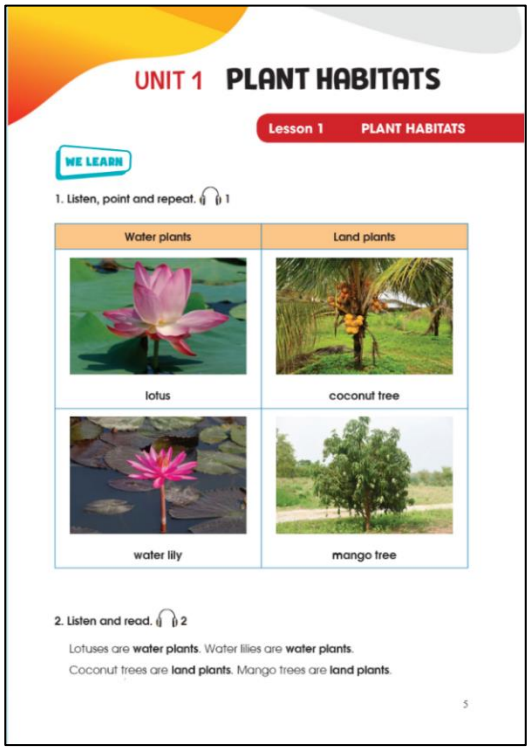
- Show the flashcards of the new lesson.
- Ask the students some questions: *What's this?, Where do you see these plants?, …* If the students cannot answer, elicit by asking Yes/No questions.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 1

- Point at the pictures and ask some questions about the pictures: "What color is it?" "What color are they?"
- Listen to their answers and check their pronunciation. Play the audio while saying the new words in time with the recording.


UNIT 1 PLANT HABITATS

Lesson 1 PLANT HABITATS

WE LEARN

1. Listen, point and repeat. 1

Water plants	Land plants
lotus	coconut tree
water lily	mango tree

2. Listen and read. 2

Lotuses are **water plants**. Water lilies are **water plants**.

Coconut trees are **land plants**. Mango trees are **land plants**.

5

Track 1

Water plants: lotus, lotus, water lily, water lily

Land plants: coconut tree, coconut tree, mango tree, mango tree

2. Listen and read. 2

- Use the prepared flashcards, ask students: *"What is this?", "What are they?"*
- First read the sentences for students to repeat.
- Play the video for the first time, ask students to focus on the audio.
- Play the audio for the second time, pause at each sentence, ask students to repeat again.
- Invite some to read aloud the sentences.
- Listen to their sentences, check their pronunciation.

Track 2

Lotuses are water plants. Water lilies are water plants.

Lotuses are water plants. Water lilies are water plants.

Coconut trees are land plants. Mango trees are land plants.

Coconut trees are land plants. Mango trees are land plants.

Mixed ability

- With the **weaker class**, point to each word and require the students to read. Encourage students to pay attention to pronunciation.
- Require confident students to close their books. Show the flashcards, look, and read the sentences with the flashcards.

WE PRACTICE

3. Look and match.

- Give students time to look at the pictures and the phrases in the book. Ask some relevant questions: *"What is this?", "What is that?".*
- Call some random students, point at the phrases and ask them to read aloud. Then check their pronunciation.
- Then instruct the activity by doing this procedure and making an example.
- Let students do the activity individually, assist if necessary.
- Invite some students to go to the board, point at random pictures and ask them to read aloud the phrases.

Answer

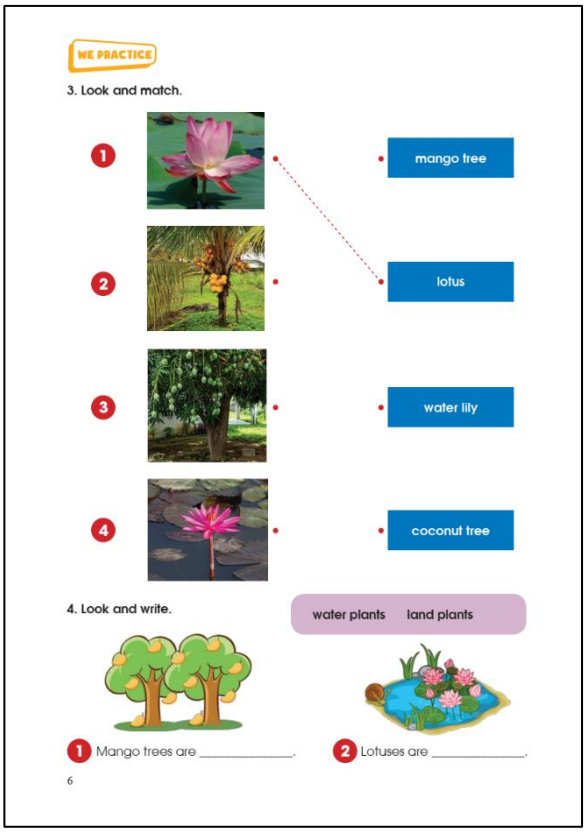
1. lotus
2. coconut tree
3. mango tree
4. water lily

Fast finishers

- Point to the pictures and the phrases, make full sentences, and say if they are land plants or water plants.
- Check the students' answers. Encourage students to give as much information as possible.

4. Look and write.

- Ask students to look at the pictures and focus on the words in the box.
- Point at the words in the box and ask them read aloud the words.
- Listen to their answer and check their pronunciation.
- Instruct the activity for students to follow, make sure they understand what they are going to do.
- Let students do the activity individually.



- Ask some students to go to the board, point at the sentences and encourage them to read aloud the sentence.
- Focus on their answers, check their pronunciation.

Answer

1. land plants
2. water plants

Extra activity

Slow motion

- Teacher holds a pack of flashcards with the pictures facing towards him/her.
- The last card should be turned around, so it is facing the students but is hidden as it is behind the pack.
- Slowly pull the flashcard up inch by inch so the students can only see part of the flashcard.
- As the picture is slowly revealed students try and guess what it is.
- The first student to guess correctly keeps the card (for 1 point).
- *Variation:* To make it a little more difficult turn the flashcard upside down.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about plants
- Draw their plants and identify whether they are water plants or land plants.
- Understand the story

Values: Know plant habitats.

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards,

WARMER

Jump

- Ask the children to stand at their desks.
- Hold up a flashcard from the vocabulary set and say a word.
- If the word is the same as the flashcard, they jump. If it isn't, they keep still.
- Alternatively, ask children to put their hands up if the word you say, and the flashcard are the same

LEAD IN

- Show the flashcards or draw more kinds of plants on the board.
- Ask the students if they are land plants or water plants.

MAIN CONTENT

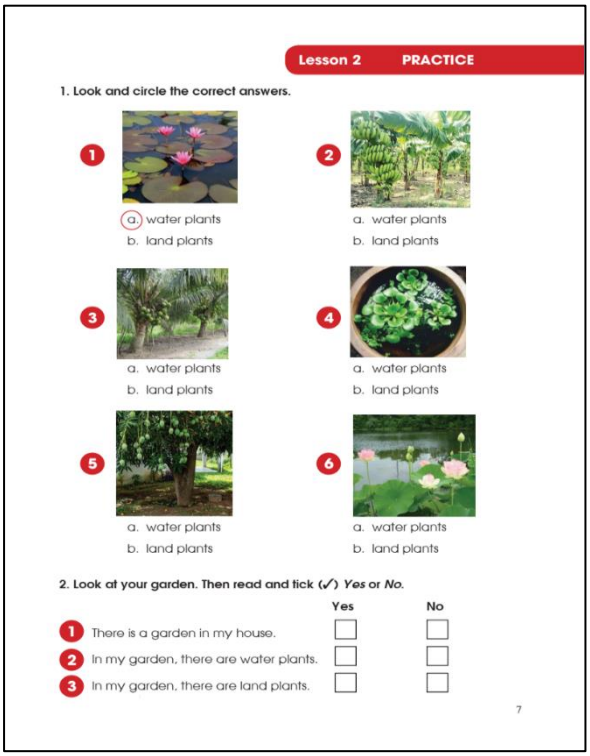
WE PRACTICE

1. Look and circle the correct answers.

- Use flashcards of water lilies and ask students what they are.
- Then ask them if they are water plants or land plants.
- Ask several students to give their answers.
- Give them the answer.
- Give students time to work in groups.
- Have some groups give their answers and correct them if there are mistakes

Answer

1. water plants
2. land plants
3. land plants
4. land plants
5. land plants
6. water plants



2. Look at your garden. Then read and tick (✓) *Yes* or *No*.

- Introduce about the teacher's garden (The teacher should relate some words that students have learned already.): *"In my garden, I have... ""How about you? What do you have in your garden?"*
- Wait for students to think, the invite some of them to answer.
- Then continue to ask them: *"It is/Are they water plants or land plants?"* (Students are encouraged to answer in a full sentence)
- Check their pronunciation and instruct the activity to make sure students understand what they are going to do. Let students do the activity individually.
- Then invite some students to go to the board, read aloud the sentences and say "Yes" or "No".

Answer

Students' own answers.

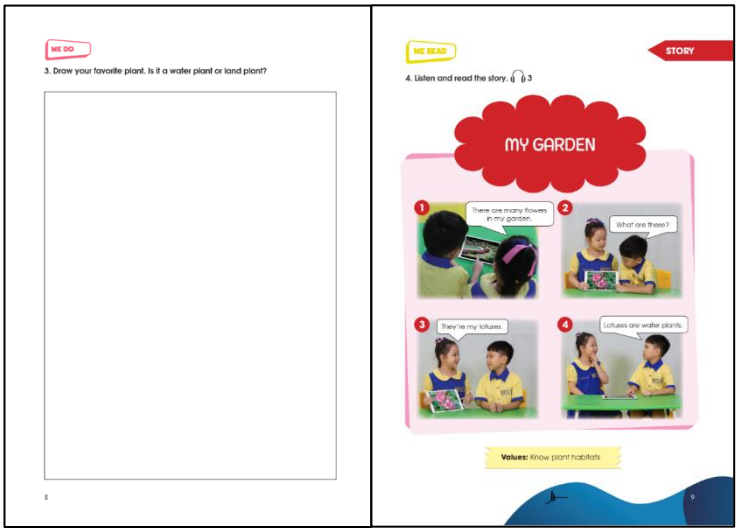
Fast finishers

- Encourage students to say more information about the garden: *Is it big or small? What plants do they have in the garden? ...Are they land plants or water plants? ...*

WE DO

3. Draw your favorite plant. Is it a water plant or a land plant?

- Instruct the activity for students to follow.
- First invite some students to tell the teacher about their favorite plant and listen to their answers and check their pronunciation.
- Let students to the activity individually.
- Invite some students to go the board and encourage them to tell the class about their favorite plant.
- Continue to ask them: *"Is it a land plant or a water plant?"*
- Check students' pronunciation and give them feedbacks.



Mixed ability

- With less confident students, require them to look at their pictures and say if the plant is water plant or land plant. Help them focus on the knowledge they have learnt and make sure they pronounce the words/ sentences correctly.
- Require stronger students present the picture with more information: *Do they have it at home? What color is it? Is it big or small? ...*

Answer

Students' own answers.

WE READ

4. Listen and read the story. 3

- First point at the pictures and ask them: *"What plant can you see?"* then check their answers.
- Continue to ask: *"Is it a water plant or a land plant?"*
- First read the story for students to listen. Ask students to point at each sentence in their book. Play the audio for the first time. Play the audio for the second time, pause at each sentence for students to repeat again.
- Have students work in pairs. Walk around the class to monitor the activity, give students help if necessary.
- Invite some pairs to the board, ask the act out the story.
- Check their pronunciation and praise them.
- Then introduce the value "Know plant habitats" and give students explanation.

Track

MY GARDEN
Mia: There are many flowers in my garden.
Tim: What are these?
Mia: They're are my lotuses.
Tim: Lotuses are water plants.

Extra practice

Sentence Race

- Split the class into 4 teams. Name each member of each team as number 1, 2, 3…
- Call out a number and a word. The four students with that number run to the board and try to write a sentence using the word.
- The first student to write a grammatically correct sentence containing the word scores a point for their team.
- Repeat the game until all the words have been used. The team with the most points wins.
- Check their pronunciation and praise them.
- Then introduce the value "Know plant habitats" and give students explanation.

Extra activity

Slap the board: Teacher sticks the plant flashcards to the board and invite 2 students each turn to come to the board. When teacher says "water plant" or "land plant", whoever slaps the correct flashcard first wins the round.

UNIT 2: ANIMAL HABITATS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Know new vocabulary about animals
- Know which animals are water, land or air animals

Vocabulary: *goldfish, crocodile, shark, giraffe, lion, elephant, butterfly, parrot, bee*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Animal game: Divide the class into groups. Give students pieces of paper and crayons. Students draw any animal they like and color them. Then, students describe their animals to other members of their groups, and everyone tries to guess what animal it is.

LEAD IN

- Show the flashcards and ask students to say what the animal is and where they see the animals in daily life.

MAIN CONTENT

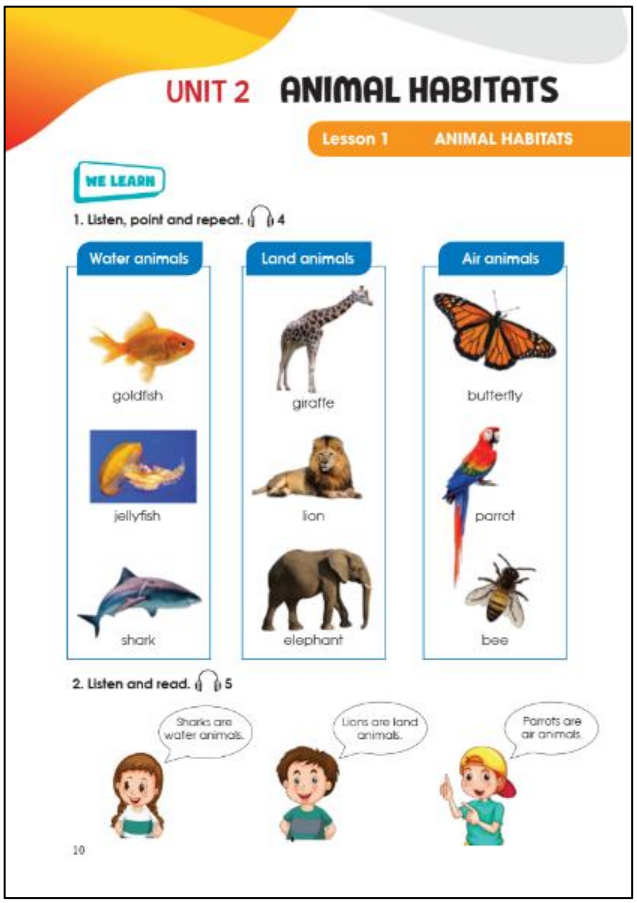
WE LEARN

1. Listen, point, and repeat. 4

- Ask students to open their books and look at the pictures.
- Say all the word on the flashcards for the students to repeat. (one by one)
- Hold the flashcards in a different order and have students repeat.
- Play the audio the first time for the students to listen and point to the appropriate pictures.
- Play the audio the second time for the students to repeat.
- Hold up the flashcards at random and ask the class to say the words with book closed.
- Check the students' pronunciation when they say the words.

Track 4

Water animals: goldfish, goldfish, jellyfish, jellyfish, shark, shark



Land animals: giraffe, giraffe, lion, lion, elephant, elephant

Air animals: butterfly, butterfly, parrot, parrot, bee, bee

Tips

Give multiple examples when presenting a new concept or vocabulary word. For example, if students struggle with the meaning of a new phrase such as "land animals", continue to give examples of land animals until they see a pattern. This will help students apply the new words or phrases to a variety of situations and contexts.

Extra practice

Flashcard Charades

Select a student to come to the front of the class. Show them a flashcard without revealing it to the rest of the class. The student must act out or mime the word or concept on the flashcard, while their classmates try to guess what it is. The student who guesses correctly becomes the next one to act out a flashcard.

2. Listen and read. 5

- Point at each speech bubble and read the sentences in the speech bubble.
- Play the audio for the first time and have students follow in their books.
- Play the audio for the second time and pause the audio after each sentence for students to

Track 5
Sharks are water animals. Sharks are water animals.
Lions are land animals. Lions are land animals.
Parrots are air animals. Parrots are air animals.

Mixed ability

- For weaker students, teacher can prepare animal flashcards and stick them on the board. Say its name and have students repeat it. Encourage students to guess which animals are water, land or air animals.
- Ask stronger students to list more water, land and air animals.

WE PRACTICE

3. Match.

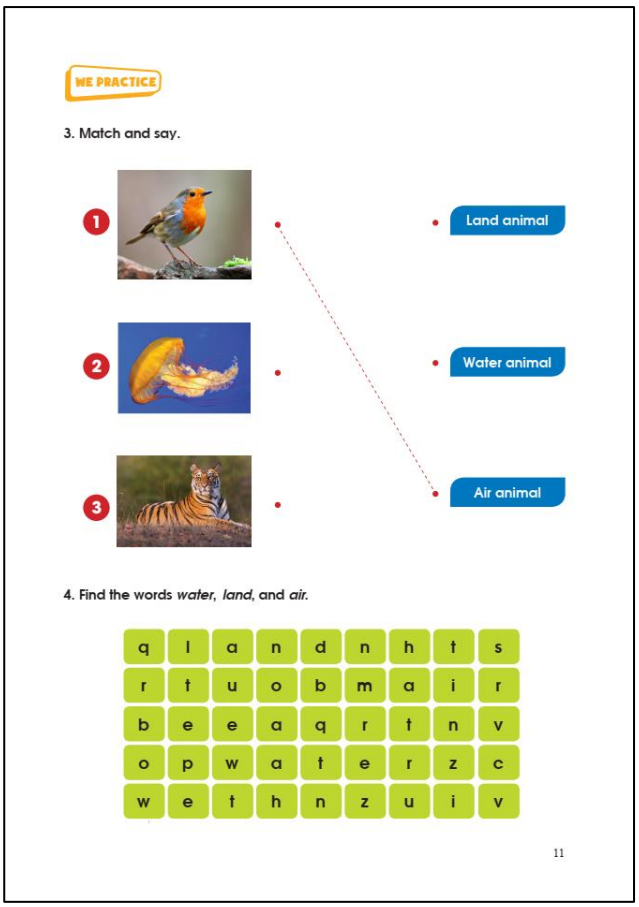
- Show three pictures of animals. The students look at the pictures in their books.
- Point at each picture and ask the students "*Which one is airland/water/air animal?*".
- Invite some students to stand up and tell the answers. Show the correct answer after that.

Answer

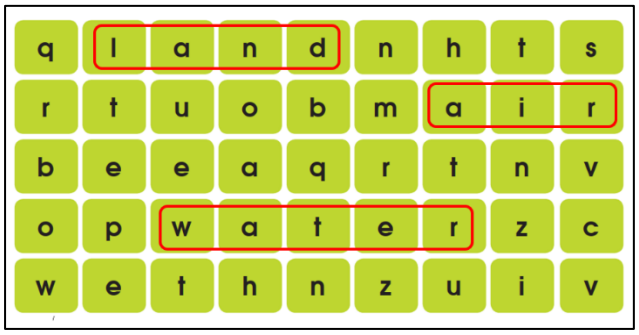
1. air animal
2. water animal
3. land animal

4. Find the words: *water, land* and *air.*

- Have students the look at the pictures in their books.
- Ask students to say the new words they have learned.
- Have the students read out loud the words *water, land* and *air.*
- Explain the rules and wait for the students to find out and circle the words.
- Invite volunteer students to come to the board and show where the words are.
- Show the correct answer after that.



Answer



Fast finishers

Ask students to write 3 sentences using the words: water, land, and air.

Extra activity

Divide class into three teams. Team air animal, water animal and land animal. Each team take turns saying any animal that lives in the given habitats. Whichever team cannot list any animal when it comes to their turn will be eliminate. Continue until there is one team left.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- Recognize the three different groups of animals
- Identify and categorize the animals into the correct groups

Reading: Read the texts and write the correct answers
Listening: Listen to a short conversation

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Pass the card: Have students make two lines with an arm length's space in between each student. Give the flashcard to the first person in line. While still facing forward, that student pass the card over his/her head to the student behind. Then the student behind continue to pass the card through his/her legs to the next person in line. In the end, the students look at the flashcards and make sentences about land, water, and air animals.

LEAD IN

- Teacher says a letter, the students need to find an animal that starts with the letter and make a sentence with the word. For example, the sentence can be: *"Lion is land animal".*

MAIN CONTENT

1. Look and tick (✓) the correct animal habitats.

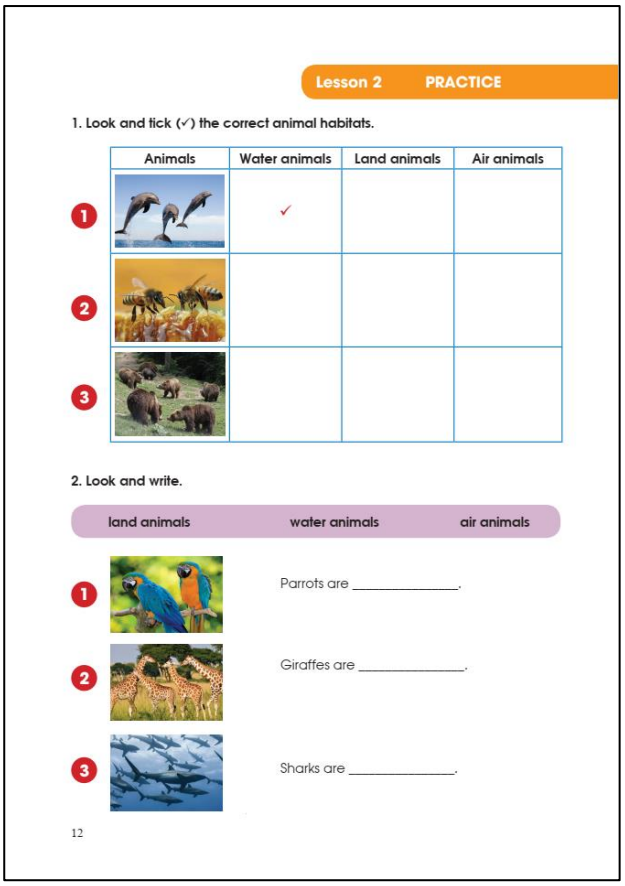
- Ask the students to look at their books and speak out loud the animal names in the pictures.
- Explain the exercise to the students.
- Allow time for the students to do the exercise.
- Students raise their hand to get a chance to answer.
- If the answer is correct, show the answer on the board. If the answer is incorrect, another student chooses the picture, read and spell it out.
- Point at the correct pictures again, students read the words of each picture again.

Answer

1. water animals 2. air animals 3. land animals

2. Look and write.

- Point at the pictures and ask students "What animal is it?", "What color is it?".


Lesson 2 PRACTICE

1. Look and tick (✓) the correct animal habitats.

	Animals	Water animals	Land animals	Air animals
1		✓		
2				
3				

2. Look and write.

land animals water animals air animals

1 Parrots are _____.

2 Giraffes are _____.

3 Sharks are _____.

12

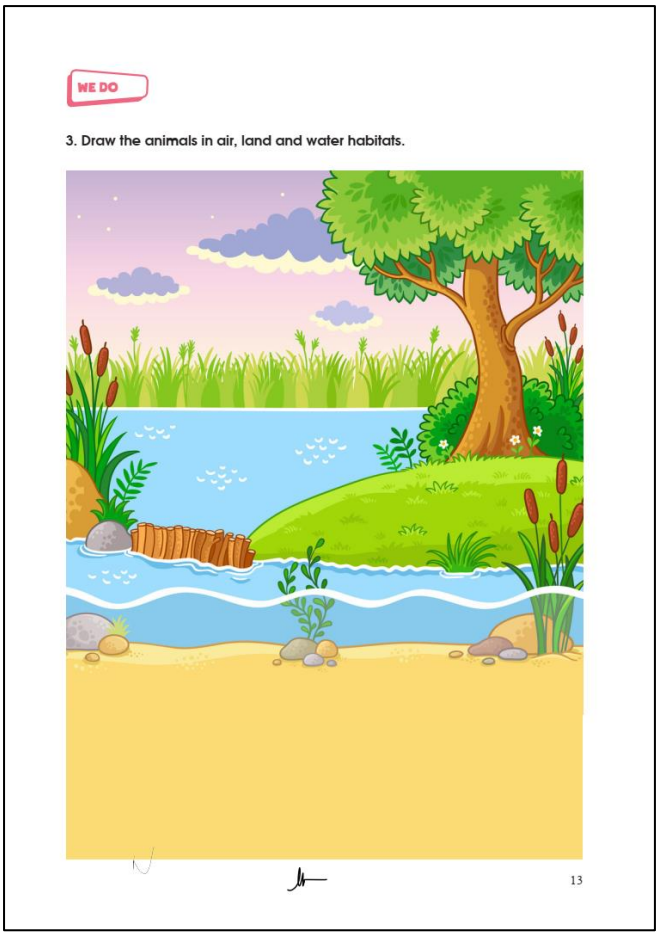
- Have students read out loud the given phrase.
- Allow time for the students to do the exercises.
- Invite some students to go to the board and write down the answers.
- Check the answers and have the class read the whole sentences. Check their pronunciation as well.

Answer

1. air animals 2. land animals 3. water animals

Mixed ability

- For weaker students, teacher can mimic the animals' behaviors to give hints.
- For stronger students, ask children to work in groups and make three columns in their notebooks. In the first column, students write the names of each person in their group. In the second column, students write each group members' favorite animal. In the third column, students write down the animals' type such as *water, land, or air animals*.



WE DO

3. Draw the animals in air, land and water habitats.

- Review the vocabularies again by asking students to list some animals living in air/land/water habitats.
- Explain the exercise and let students draw animals into the pictures.
- Encourage students to show their pictures with the class and use the structure "Fish/Birds are … animals".

Answer

Students' own answers.

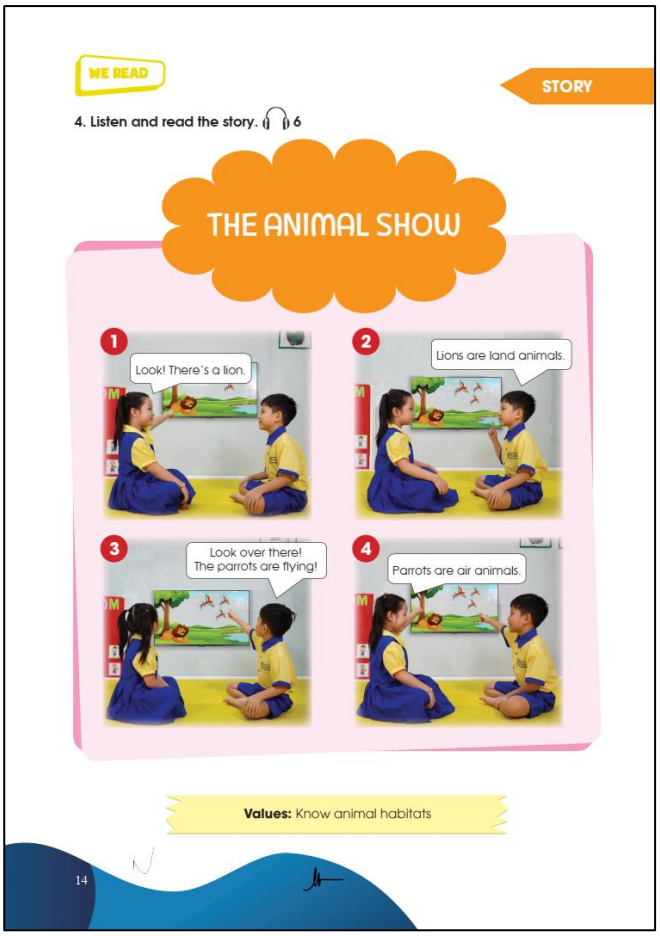
Extra practice

Brainstorm: Ask students to list as many animals as they can and teacher can write it on the board. Then at the center, draw three circles: *land, air and water animals.* Have groups brainstorm animals that live on land, air and water.

WE DO

4. Listen and read the story.

- Talk about each frame with the class and ask questions like *What are the children doing? What animals are the boy talking about? What animals are the girl talking about?*



- Point at each speech bubble and read the sentences in the speech bubbles.
- Play the audio for the first time. Students follow in their books.
- Play the audio for the second time, then pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and the students read out loud the sentences.
- Pick up some students, ask them to act as the two kids in the story, point at the speech bubbles and the students take turns reading the sentences.

Track 6

THE ANIMAL SHOW

Mia: Look! There's a lion.

Tim: Lions are land animals.

Tim: Look over there! The parrots are flying!

Mia: Parrots are air animals

Fast finishers

Use a paper cover the speech bubbles, look at the frames and say the sentences.

UNIT 3: PROTECTING HABITATS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Know what we should do to protect habitats
- Know what we shouldn't do to protect habitats

Vocabulary: *plant trees, collect trash, litter, cut down trees*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, …

WARMER

Repeat if it's true: Teacher sticks a set of flashcards on the boards. The teacher points to one of the flashcards and say the functions. The teacher asks students "Are you sure?" and explains that some of the things will be true and others false. The students should repeat only the true statements and stay silent for the false ones. When the teacher has led the activity for a while, the students can play the game in groups, taking turns to be the person who makes the statements.

LEAD IN

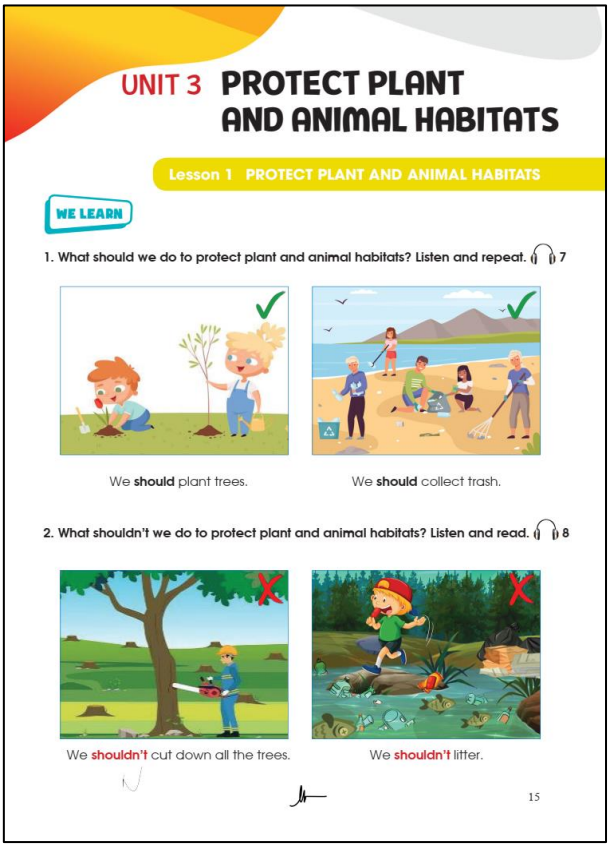
- Show the flashcards of "plant trees" and "collect trash" on the board and point to the boy, girl, tree, beach, ...
- Ask some comprehension questions: *What's this?, Is he a boy/ girl?, How many boy/ girl are there?, Where are they?* and lead to the activities "What are they doing?".

MAIN CONTENT

WE LEARN

1. What should we do to protect plant and animal habitats? Listen and repeat. 7

- Ask students to open their books and looks at the pictures.
- Play the audio the first time for the students to listen and point to the appropriate pictures.
- Try to explain the word "Should" by using body language.
- Play the audio the second time and pause after each sentence to let students repeat after. Check students' pronunciation as well.



- Have the class work in pairs. One student uses actions to explain the picture, and the other one guesses what it is. Then let them swap roles and continue the activity.

Track 7

We should plant trees.
We should plant trees.
We should collect trash.
We should collect trash.

2. What shouldn't we do to protect plant and animal habitats? 8

- Ask students to look at the pictures.
- Play the audio the first time for the students to listen and point to the appropriate pictures.
- Try to explain the word "Shouldn't" by using body language.
- Play the audio again. Pause after each sentence and let students repeat after. Check their pronunciation if necessary.
- Hold up the flashcards and ask students to say the words.

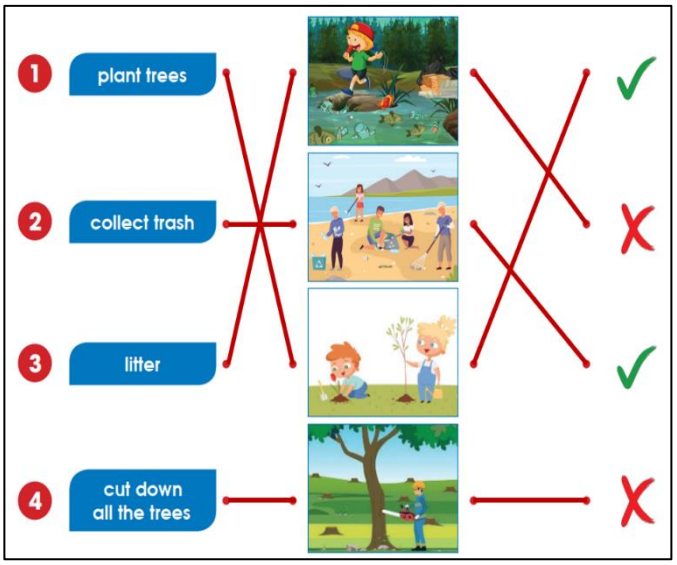
Track 8
We shouldn't cut down all the trees.
We shouldn't cut down all the trees.
We shouldn't litter.
We shouldn't litter.

WE PRACTICE

3. Read and match.

- Have students look at the pictures in their books.
- Point to each picture and ask students to read out loud the words.
- Explain how to do the exercise by pointing to one picture and ask *What are they doing?*, then match the first picture with the correct phrase.
- Give students some time to complete the exercise.
- Invite volunteer students to come to the board to show their answers.
- Show the correct answers and have students check their answers in the books.

Answer



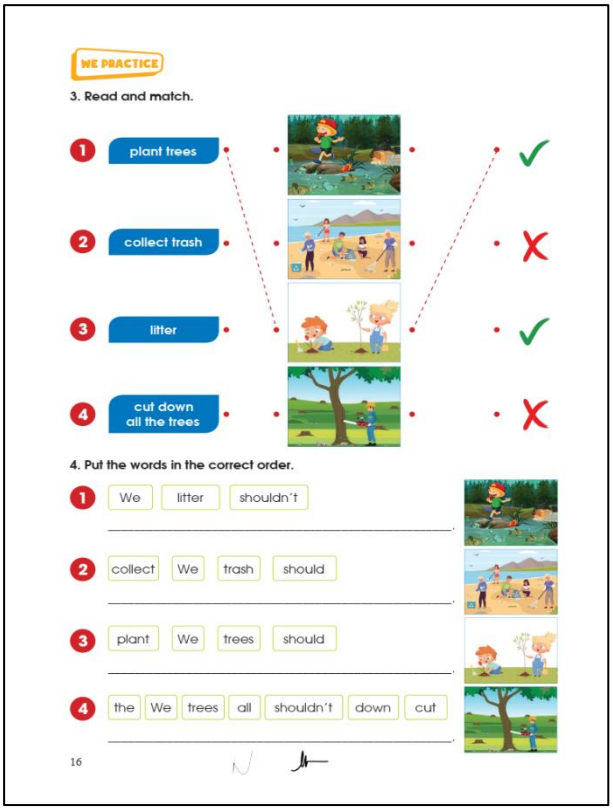
Fast finishers

Require students to look at the words and pictures, say the sentences with should and shouldn't.

Extra practice

Hands on head

Teacher puts some of the vocabulary flashcards on the board. Students pay attention to what teacher says, put their hands on their heads if it is correct, and stay still otherwise. For example, if teacher points at the word *'litter'* but says *'collect trash',* then students must stay still.



4. Put the words in the correct order.

- Ask students to guess what they are going to do in the exercise.
- Ask students to look at the pictures and say the words.
- Complete sentence number one as an example for students. For example: *We shouldn't litter.* Then, give students time to finish the rest of the exercise.
- Invite volunteer students to come to the board to write down the answers.

Answer

1. We shouldn't litter.
2. We should collect trash.
3. We should plant trees.
4. We shouldn't cut down all the trees.

Tips

Whenever possible, use visuals to help students understand what you are teaching. For example, to communicate the idea of shouldn't, can't or don't, show students the universal sign for no — the red circle with the diagonal line at the corner of the picture. Tell students that when you see it appear on a picture of something, the thing or activity in the picture is not allowed.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

• Identify what we should or shouldn't do to protect habitats

• Apply the vocabularies to a real-life context

Value: Protect habitats

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, …

WARMER

Quiet-Loud: Hold the flashcard in front of the class and faced it down. Slightly raise the flashcard up while whispering the vocabulary word. Rise it up more and say the word in a regular voice. Continue rising it until holding the card over the head and have students speak out loud the word.

LEAD IN

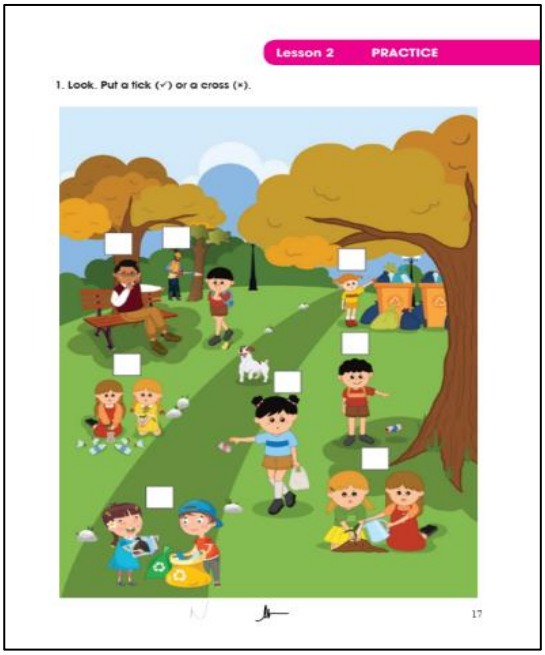
- Have students to look at the large picture and ask them to say the activities or things in the picture.
- Introduce what the students are going to learn after that.

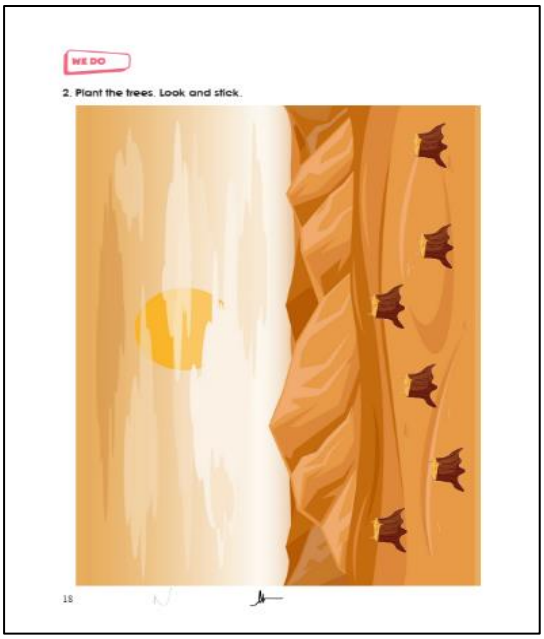
MAIN CONTENT

1. Look. Put a tick (✓) or a cross (×).

- Point to each action and say the name of it. Have the class repeat after.
- Instruct them if we should do an action, put a tick in the box, other wise we put a cross in the box.
- Give students time to finish the exercise.
- Point to the pictures and invite some students to read aloud the answers.

Answer





Mixed ability

- After finishing the exercise, point to the activities in the picture and have weaker students say the sentences such as "We should…" and "We shouldn't…".
- Require stronger students to write down sentences in the picture using "should" and "shouldn't".

WE DO

2. Plant the trees. Look and stick.

- Ask students to look at the picture in their books and ask, "*What should we do to protect habitats?*", elicit the answer: Plant trees.

- Instruct students to find stickers of the exercise on the stickers' page in the middle of the book and stick them on the picture.
- Give time for students to stick the trees.
- Invite some students to show their work to the class.

WE READ

3. Listen and read the stor 9

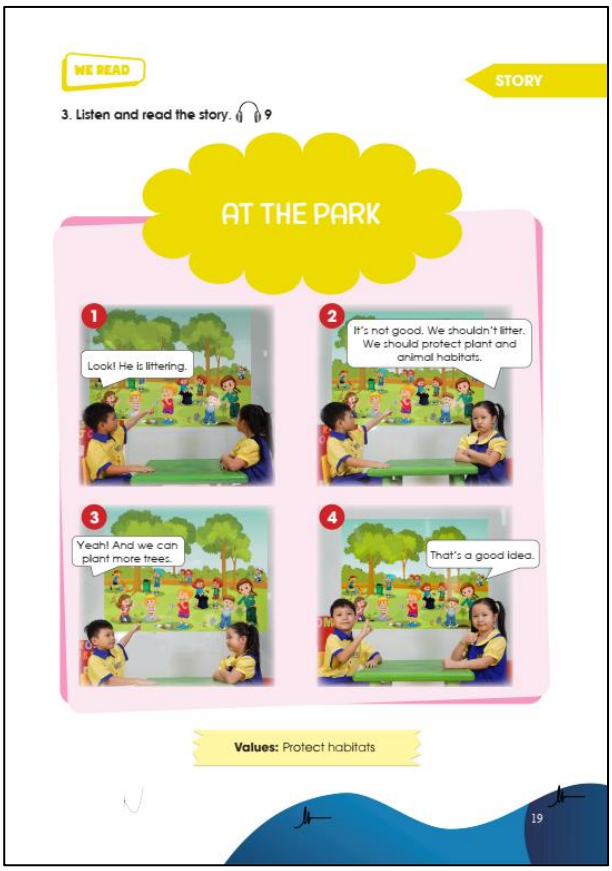
- Show students the story of two students talking about protecting habitats.
- Talk about each frame with the class and ask questions like *What are the children doing? What is the boy talking about? What is the girl talking about?, ...*
- Point to each speech bubble and read the sentences in the speech bubbles.
- Play the audio for the first time. Students follow in their books.
- Play the audio for the second time, then pause the audio after each sentence for the students to repeat.
- Point to the speech bubbles on the board and the students read out loud the sentences.
- Pick up some students to act as the two kids in the story. Point to the speech bubbles and the students take turns reading the sentences.

Track 9
AT THE PARK
Tim: Look! He is littering.
Mia: It's not good. We shouldn't litter. We should protect plant and animal habitats.
Tim: Yeah! And we can plant more trees.
Mia: That's a good idea.

Extra practice

Race game

Let students play in groups of threes. Draw two circles with the words "should" and "shouldn't" in each one. One student will read a phrase, such as: plant trees, litter, ... The two other students will race to point or slap on the right circle and say the full sentence, such as: *We should plant trees, we shouldn't litter, ...*



Extra activity

Telephone

Have the class form one line. Whisper a different sentence to the student at each end. Students whisper the sentences along the line. No repeating allowed! When the sentences reach the end, have the students on the end say the sentences.

REVIEW 1

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about plant/animal habitats, and protect plant/animal habitats
- Practice language introduced in Unit 1, 2 and 3

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Slow reveal: Teacher puts a flashcard on the board and cover it with a piece of paper or card. Then the teacher slowly move the paper/card to reveal the picture, bit by bit. Pause in the middle of revealing and ask "*What's this?*" or "*What should we do?*", … based on the flashcard. The first student to guess correctly comes to the front to choose the next card and repeat what teacher did.

LEAD IN

- Divide the class into seven groups and draw seven columns on the board.
- On each column, write: land plants, water plants, water animals, land animals, air animals, should, shouldn't.
- Prepare flashcards about these topics and spread all of them to the class.
- Count 1, 2, 3 and require each member from the seven groups takes turn coming to the board to stick the flashcards to the correct columns.

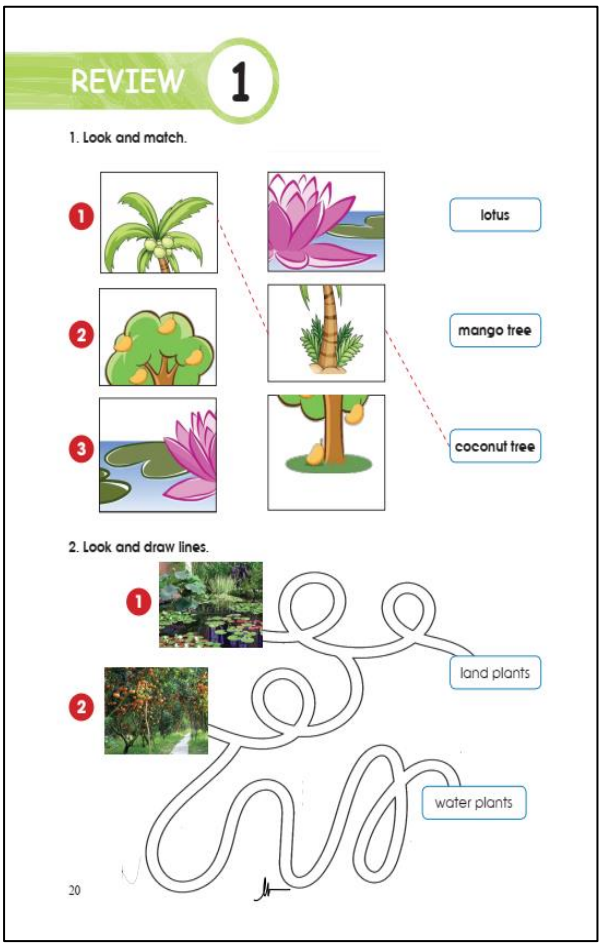
MAIN CONTENT

1. Look and match.

- Point to every word and speak out loud. Have students repeat it again.
- Show a flashcard of a whole 'coconut tree' and have students point to parts of the coconut tree in the book.
- Do question number one as an example.
- Give students time to do the rest of the exercise.
- Invite some students to go to the board to show their answers.
- Check students' pronunciation if necessary.

Answer

1. picture (1) → picture (2) → coconut tree
2. picture (2) → picture (3) → mango tree
3. picture (3) → picture (1) → lotus



Mixed ability

- With weaker classes, encourage students to say full sentences with given pictures like *Coconut tree is land plant.*
- Invite confident students to come to the board and write down full sentences about the given pictures.

2. Look and draw lines.

- Ask student to look at the two pictures in their books.
- Point to each picture and ask students to identify what it is. Make sure the students answer in a whole sentence and check students' pronunciation as well.
- Point at words and ask students to say the words.
- Give students time to draw lines from the picture to the correct words.
- Invite some students to go to the board and draw the answer.
- Show the correct answer after that.

Answer

1. water plants
2. land plants

3. Read and circle the correct answer.

- Ask students to say the animals in each picture.
- Explain the exercise to the students and give them time to finish the exercise.
- Call some students to stand up and read aloud the answers. Make sure they read the whole sentences.
- Drill students' pronunciation.

Answer

1. land animals
2. air animals
3. water animals

Fast finishers

Encourage students to give more water, land and air animals. Remind them to say whole sentences when speaking.

Extra practice

Say it fast, say it slow, say it high, say it low.

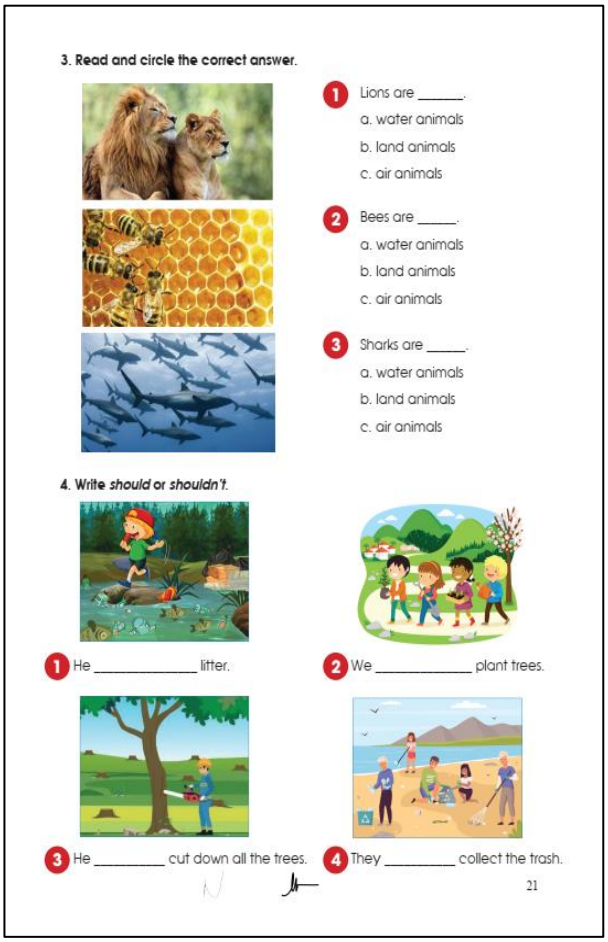
Teacher prepares flashcards related to the learned vocabulary. Teacher will pick a random flashcard and say it in a random way including fast, slow, high and low. Students should repeat the word the same how teacher says it.

4. Write *should* or *shouldn't*.

- Point at each picture and have students say what the people in the picture are doing.
- Ask students "*Should we do that*" or "*Shouldn't we do that?".* Use body language to explain if necessary.
- Give students time to write down the answers in their books.
- Call some students to read the answers.
- Check their answers and pronunciation after that.

Answer

1. shouldn't
2. should
3. shouldn't
4. should



Tips

Students may not tell you when they don't understand the instructions for an activity. This may happen more often when students are working in pairs or groups. Before beginning an activity, take a moment to review the instructions with the class. Then walk around the room to check that students understand by asking individuals to repeat the instructions back to you.

Extra activity

Sentence Race

Split the class into four teams. Name each members of each team as number 1, 2, 3,... Call out a number and a word. The four students with that number run to the board and write a sentence using the word. The first student to write a grammatically correct sentence containing the word scores a point for their team. Repeat the game until all the words have been used. The team with the most point wins.

UNIT 4: PHYSICAL ACTIVITIES

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- Recognize different physical activities
- Ask and answer questions about a person's activity

Vocabulary: *jump, run, dance, play soccer*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Simon says: Teacher act as Simon. The whole class gather around Simon, who gives commands by saying "Simon says", and students must perform a physical action. If the teacher leaves out "Simon says" before giving command, anyone who perform the activity is out. For example: *Simon says touch your nose, touch your nose, Simon says jump, jump, …*

LEAD IN

- Show flashcards about physical activities.
- Point at each picture, read out loud and have students repeat twice.
- Ask students to concentrate on teacher's actions.
- Perform the actions corresponding to the pictures.
- Ask students "*What do I do?*" and have the whole class say the word. Check students' pronunciation as well.
- Introduce the lesson: *Today we're going to learn about some physical activities.*

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 10

- Ask students to open and look at their books.
- Stick the flashcards on the board.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.

Track 10

jump, jump
run, run
dance, dance
play soccer, play soccer

2. Look and say.

- Ask students to look at the large picture in their books.
- Point to the things in the picture and ask *What is this? How many people are there? How many girls/boys are there? What's he doing? What's she doing, ...*
- Elicit the answer "*He/She's + V-ing*".
- Have the whole class play in pairs. Student one will point to the person in the picture and ask what that person is doing. The other student must answer the question and then point to another person and ask another question.
- Make sure every student participate in the activity.
- Randomly call some students to answer again.
- Check students' pronunciation.

Tips

It's important to give all students an opportunity to speak in class. When teacher ask questions, remember to not always call on the most eager or fluent student. Call on many different students. Try to give everyone an opportunity to participate in class.

Extra practice

Yes or No

Teacher shows a large picture in front of students. When teacher point to a person in the picture, teacher will say the action. For example: *She's running, they're playing soccer, …* With the correct sentence, students say "*Yes",* otherwise students should say "*No".*

WE PRACTICE

3. Look and match.

- Show students the flashcard.
- Point at each picture and ask *What is he doing? What are they doing?, …*
- Correct students' answer then draw a line from picture 1 to "*play soccer"* as an example.
- Give students time to do the exercise.
- Invite some students to read out loud their answers.
- Go through the picture again, ask students questions and require them to answer in a whole sentence like *He's running, He's dancing, …*

Answer

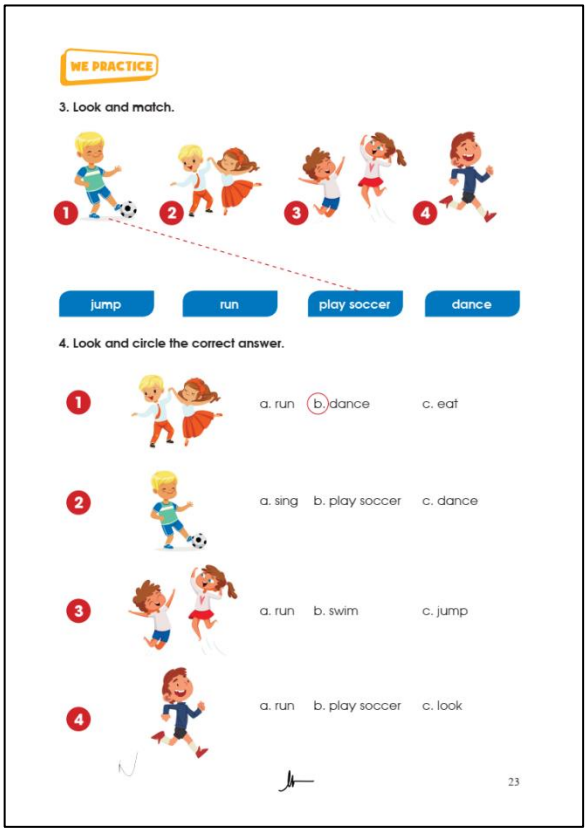
1. play soccer
2. dance
3. jump
4. run

4. Look and circle the correct answer.

- Show four pictures and have students look carefully at the answers in their books.
- Ask students "*What are they doing?", "What is he doing?"* and require them to answer in a whole sentence.
- Explain any words that students don't understand.
- Allow time for the students to answer.
- Make the students do the exercise in pairs if necessary.

Answer

1. B
2. B
3. C
4. A



Mixed ability

- For weaker students, use body language to describe an activity and let students guess what it is.
- Require more confident students to list more activities they usually do everyday.

Fast finishers

Because only one person is writing on the board, other students may stop paying attention. To help them stay focused, call on students randomly to say one thing they learned so far in the lesson, or to summarize what the previous student did at the board. Point to the picture and ask, "What's he doing?"

Extra activity

Whispering

Divide class into two lines. At the end of each line, whisper a short sentence including what students just have learnt to the first student's ears in each line. The first student will continue whispering on ear of the second student, keep doing that to the end. The last student who runs to the board and write down the correct sentence can gain a point for their team.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

• Talk about a person's activities.

• Review the vocabulary of some physical activities: *run jump, dance, play soccer*

Value: Do exercises everyday

Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Go go stop: The teacher stands in front of the board and faces the board while closing eyes. Students stand at the end of the class. When the teacher calls out "Go…go…", students must advance to go. When the teacher calls out "Stop!" and turns around, everyone has to stop moving. When students get close enough, he/she must touch the teacher on the back, at which point all of the students race back to their starting point. If the teacher catches anyone moved, that student is out and becomes the "It" in the next round. The teacher can vary the commands with walk, run, hop, jump, …

LEAD IN

- Pick any random letter and write it down on the board.
- Require students to list any words relating to activities and containing the given letter.
- Ask students to do actions to describe the word as well.

MAIN CONTENT

1. Look and write the missing letters.

- Ask students to open their books and look at the pictures.
- Point to each picture and ask "*What are they doing?*".
- Ask students what the missing letters are and give them time to write down the letters.
- Call some students to speak out loud the words and spell them.
- Point to the pictures again, read the words and have students repeat after.
- Elicit students to say "*They're V-ing*".
- Check students' pronunciation.

Answer

1. play soccer
2. run
3. jump
4. dance

Mixed ability

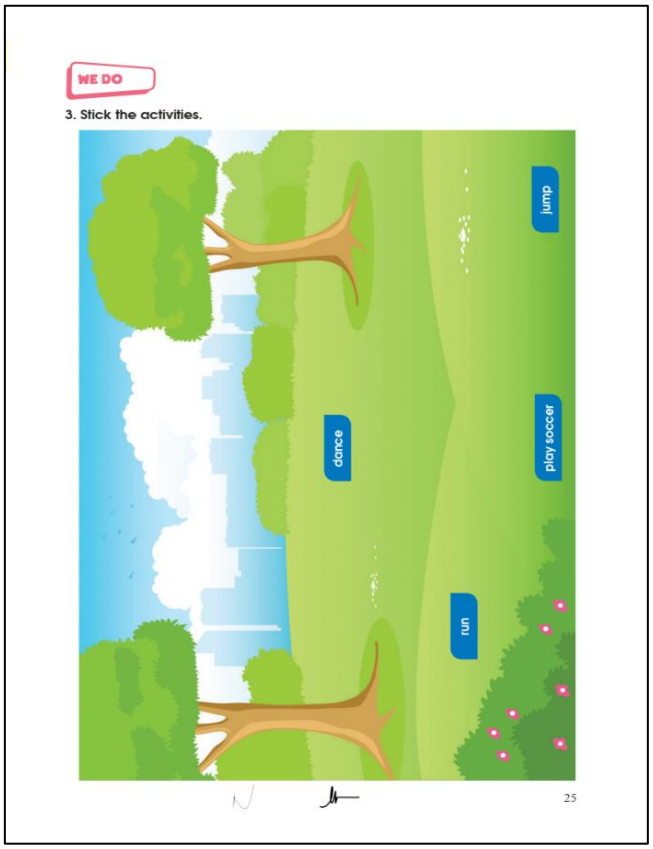
- For weaker students, point to each picture and ask "*What is he/she doing?*", "*What are they doing?*", … Require the students to answer the questions with full form of present continuous tense.
- Let the stronger students work in pairs. One student points to a person with their finger and ask *What is he/she doing?* The other student practice answering the questions with full sentences of present continuous tense.

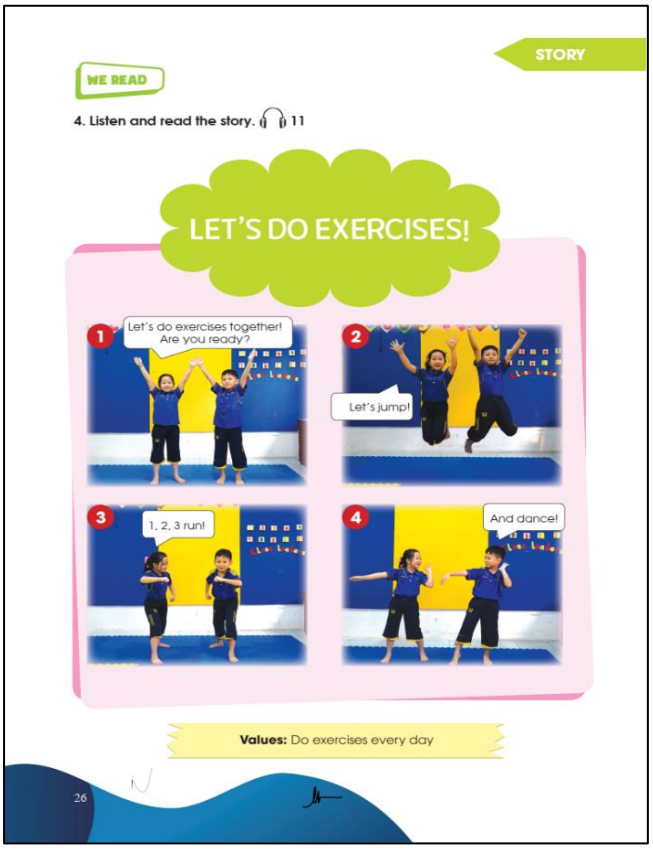
2. Put the words in the correct order.

- Point to each picture and ask, "*What are they/is he/is she doing?*".
- Instruct student to rearrange and write down the whole sentence.
- Give student time to do the exercise in pairs.
- Call some pairs to come to the board and practice asking and answering the sentence structures.

Answer

1. He is running.
2. They are dancing.
3. She is playing soccer.
4. We are jumping.





WE DO

3. Stick the activities.

- Show the pictures of the park and guide student to look at the stickers' page.
- Ask students "*How many activities are there?*".
- Point at the word and ask "*What is this?*". Instruct students to stick the appropriate sticker to its spot.
- Call some students to show their pictures to the class.
- Show the correct answer after that.
- Point to the picture and ask "*What are they/is he/is she doing?*". Check students' pronunciation as well.

Tips

Encourage students to be active listeners when they work in pairs or groups. As classmates speak, have students take notes. Pause at various points in an activity and ask students to repeat what their partners just said.

Fast finishers

Encourage students to draw more physical activities in the picture and talk about it with their friends. Remind students to describe the picture with present continuous tense.

Extra practice

Snap

Make four teams. Teacher prepares flashcards of new words and sticks them on the board. Call four students to go to the board. When teacher speaks aloud any word on the board, students must quickly run and slap the correct flashcard. The quickest one gains one point for the team.

WE READ

4. Listen and read the story. 11

- Have students look at the picture in their books.
- Ask students some questions to understand the context of the story such as *What are they doing? Where are they? What are they wearing?, …*
- Play the recording the first time and ask students to follow the conversation.
- Play the recording the second time and pause after each sentence for students to repeat.
- Let students work in pairs and roleplay as the two students in the story.
- Check their pronunciation if necessary.

Track 11

LET'S DO EXERCISES!

Mia: Let's do exercises together! Are you ready?

Tim: Let's jump!

Mia: 1, 2, 3 run!

UNIT 5: SKELETAL SYSTEM

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- Recognize different parts of skeletal system
- Know how to protect the skeletal system

Vocabulary: *skull, ribs, spine, arm bones, leg bones*
Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Body parts quiz: Teacher divides the class into two teams. Each round teacher says a requirement relating to body parts. The team that gives the fastest correct answer gains one point. For example: *tell me three body parts having three letters, tell me two body parts starting with the letter h, …*

LEAD IN

- Show flashcards about skeletal system.
- Point at each part, read out loud and have students repeat twice.
- Introduce the lesson: *Today we're going to learn about skeletal system.*

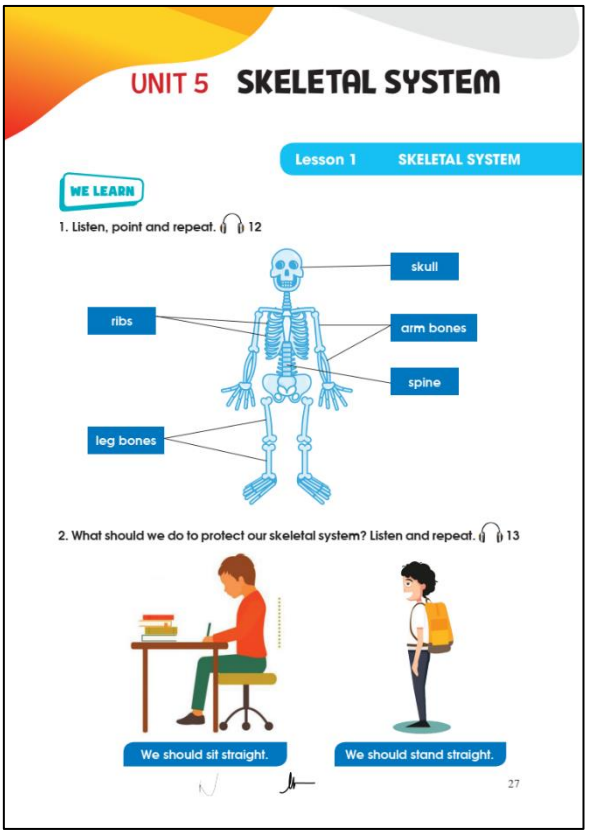
MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 12

- Ask students to open and look at their books.
- Stick the flashcards on the board.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.

Track 12
skull, skull
ribs, ribs
arm bones, arm bones
spine, spine
leg bones, leg bones



Tips

Before introducing the new words, teacher can start by reviewing vocabulary about external body parts like *arms, legs, ...* then move to the skeletal system later on.

2. What should we do to protect our skeletal system? Listen and repeat? 13

- Ask students to look at the large picture in their books.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.

Track 13
We should sit straight. We should sit straight. We should stand straight. We should stand straight.

WE PRACTICE

3. Look and circle the correct answer.

- Show five pictures and have students look carefully at the answers in their books.
- Ask students *"How many parts of skeletal system are there?", "What is this?"* and require them to answer in a whole sentence.
- Explain any words that students don't understand.
- Allow time for the students to answer.
- Make the students do the exercise in pairs if necessary.
- Invite some students to read aloud their answers.
- Show correct answers after that.

Answer

1. b 2. a
3. a 4. b 5. c

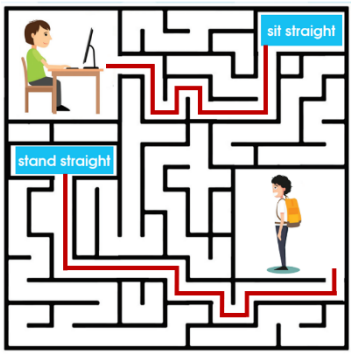
Fast finishers

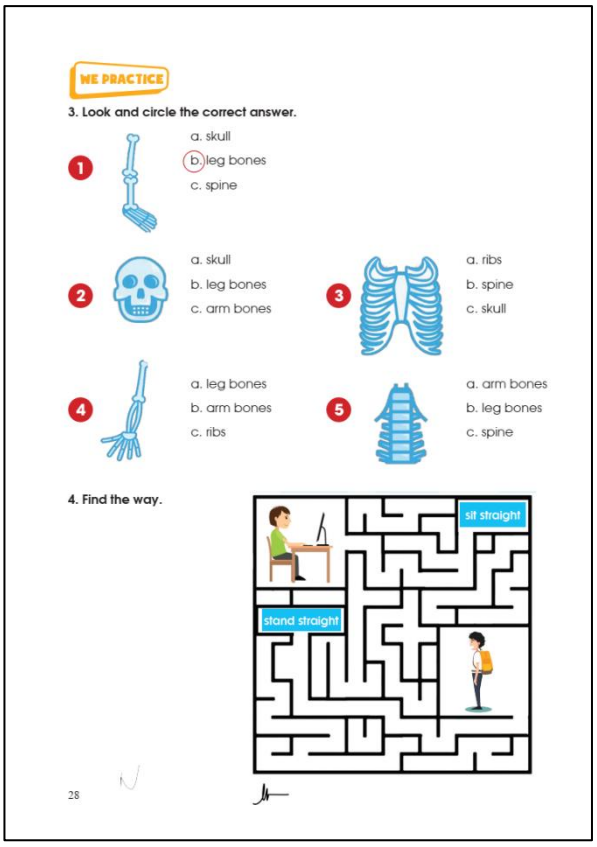
Group fast finishers together and have them play **Spelling game**. Teacher will pronounce a word and students take turns spelling the word. Each student will spell one letter only. Every time students successfully pronounce a word, they gain one point.

4. Find the way.

- Show students the pictures.
- Circle the pictures and ask, "*What is he doing?"* then circle a suitable word.
- Draw a line to match the picture and the word.
- Instruct students to do the exercise.
- Let students work in pairs to draw the paths with their pencils.
- Invite some students to go to the board and write down their answers.
- Show the answers after students have finished.
- Ask some random students to do the actions:
  - Sit still and straighten the backs when hearing *"sit straight".*
  - Stand up straight when hearing *"stand straight".*

Answer





Mixed ability

- For weaker students, teacher can say a whole phrase including new words and ask students to repeat after. Check students' pronunciation as well.
- Require more confident students to go to the board and write down whole sentences including new words.

Extra activity

Mr.Wolf

Teacher acts as a wolf and stands at one end of the classroom. The other students line up at the other end of the classroom. When the teacher shows the students a flashcard (e.g. a car), the teacher will ask the students questions about the car that would get a 'no' response, e.g. 'Is it a bicycle?', 'No, it isn't'. Every time the students answer 'no', they take one step forward. When the students are close to the teacher, the teacher will ask a question about the flashcard that would get a 'yes' response, e.g. 'Is it a car', 'Yes, it is'. When the students answer 'yes', the teacher will chase the students and try to tag them out before they run back to the end of the class. Whoever is tagged is out of the game. Repeat the game with a new flashcard and so on.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about the skeletal system
- Know how to protect the spine
- Know where the skeletal parts are in a body

Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Guessing game: Students are going to guess which flashcard the teacher is holding, without seeing it. The teacher holds the flashcard upside down and slowly rises it, bit by bit, and asks students *"What's this?"* until the object has been guessed correctly.

LEAD IN

- Show flashcards (lesson 1) for students to revise students' vocabulary.

MAIN CONTENT

1. Listen and tick (✓). 14

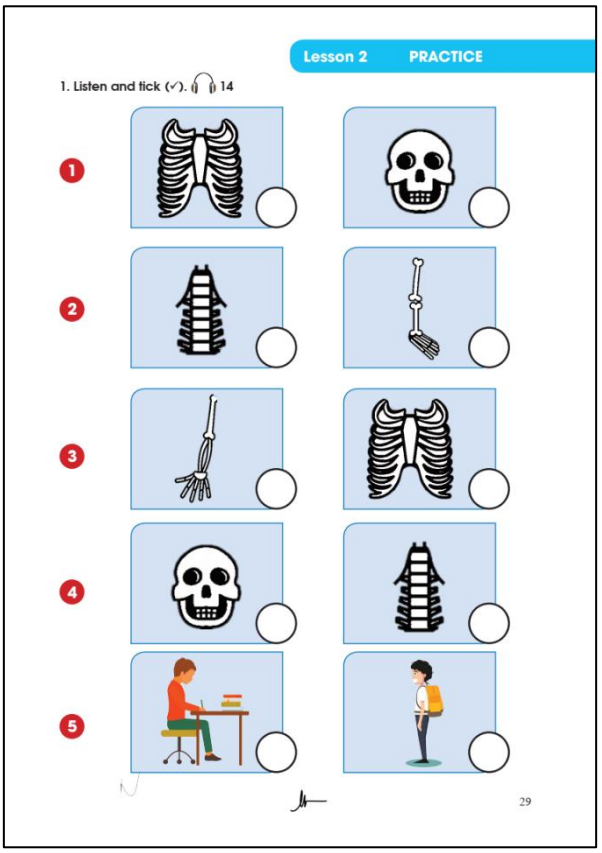
- Ask students to open their books and look at the pictures.
- Point to each picture and ask, *"What is this?".*
- Play the audio the first time and have students point at correct pictures.
- Play the audio again and have students tick the correct circle.
- Call some students to speak out loud the words and spell them.
- Point to the pictures again, read the words and have students repeat after.
- Check students' pronunciation.

Answer

1. A 2. B
3. B 4. A 5. A

Mixed ability

- For weaker students, point to each picture and ask students *"What is this?", "What are they doing?", …* Require the students to answer with the whole sentence.



- With stronger students, require them to look at the pictures and write the word under each picture. Then have students play in pairs and practice asking questions and answering.

Track 14

1. A: What are these?
B: These are ribs.

2. A: What are these?
B: These are leg bones.

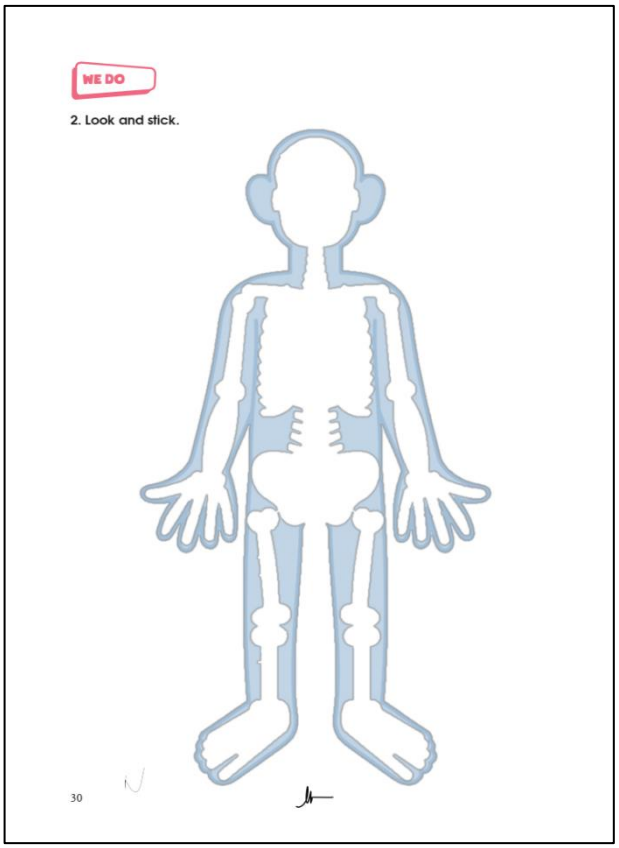
3. A: What are these?
B: These are arm bones.

4. A: What's this?
B: This is the skull.

5. A: What should I do to protect my skeletal system?
B: You should stand straight.

Tips

Encourage students to be active listeners when they work in pairs or groups. As classmates speak, have students take notes. Pause at various points in an activity and ask students to repeat what their partners just said.



WE DO

2. Look and stick.

- Show the pictures of the park and guide student to look at the stickers' page.
- Ask students "*How many parts of skeletal system are there?*".
- Point at the word and ask, "*What is this?*". Instruct students to stick the appropriate sticker to its spot.
- Call some students to show their pictures to the class.
- Show the correct answer after that.

Fast finishers

Have a quick review by instructing fast students to point to each parts of the skeletal system and say what it is or what they are to their deskmate.

WE READ

3. Listen and read the story. 15

- Have students look at the picture in their books.
- Ask students some questions to understand the context of the story such as *What are they doing? Where are they? What are they wearing? …*
- Play the recording the first time and ask students to follow the conversation.
- Play the recording the second time and pause after each sentence for students to repeat.
- Let students work in pairs and roleplay as the two students in the story.
- Check their pronunciation if necessary.

Track 15

PROTECT YOUR SPINE

Mia: Tim, you should stand up straight!

Tim: Really?

Mia: Yes. It's not good for your spine.

Mia: You should stand like this.

Tim: And dance!

Extra practice

Pictionary

Teacher makes a list of words and puts them into a hat. Then teacher invites a student to come to the board, pick one of these words and that student will draw on the board to illustrate the word to the class. Students have 10 seconds to do this. Whoever guesses correctly gets a point, and the students drawing also get a point if their word is correctly guessed.

UNIT 6: MUSCULAR SYSTEM

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- Recognize different parts of muscular system
- Know how to protect the muscular system

Vocabulary: *facial muscles, arm muscles and leg muscles*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Tic-Tac-Toe: Teacher divides the class into two teams, team X and team O. Each team takes turns picking up a question card and solving it. If students get it correct, they can write an X or O on the board, trying to get three in a row.

LEAD IN

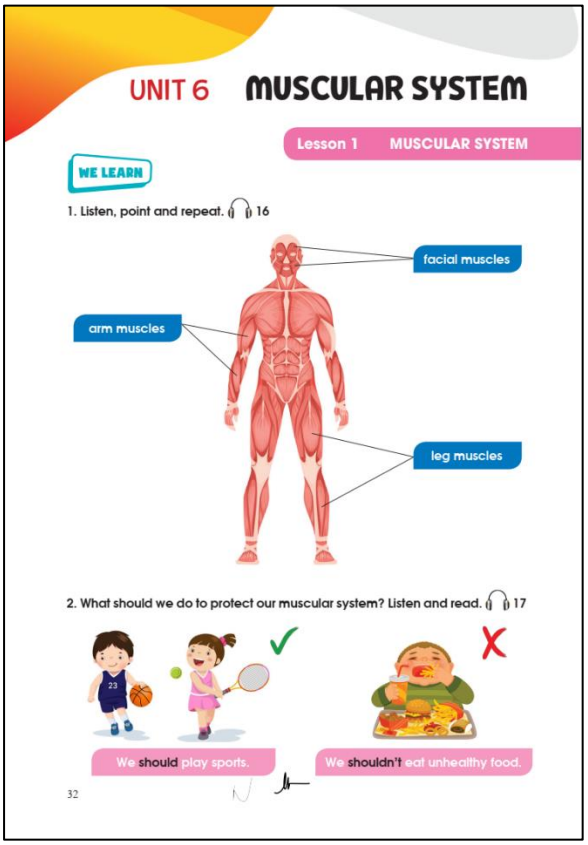
- Divide class into two teams and draw two columns on the board: healthy food and unhealthy food.
- Each member of each team takes turns racing to the board and write down one food they know. Make sure every student participating in the activity.
- Check the correct answers.
- Have students read aloud all the words.
- Check students' pronunciation if necessary.
- Introduce the lesson: *Today we're going to learn about some muscular systems.*

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 16

- Ask students to open and look at their books.
- Stick the flashcards on the board.
- Play the recording for the first time and point to the flashcards in time with the radio.
- Play the recording for the second time and instruct students to point to the body parts while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.



Track 16

facial muscles, facial muscles
arm muscles, arm muscles
leg muscles, leg muscles

2. What should we do to protect our muscular system? Listen and read? 17

- Ask students to look at the two pictures in their books.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.

Track 17

We should play sports.
We should play sports.
We shouldn't eat unhealthy food.
We shouldn't eat unhealthy food.

Extra practice

Interviewing

Teacher has students play in pairs and talk about what sport they usually do to protect their muscular system, what healthy/unhealthy food they usually eat.

Tips

Encourage students to be active listeners when they work in pairs or groups. As classmates speak, have students take notes. Pause at various points in an activity and ask students to repeat what their partners just said.

WE PRACTICE

3. Look write the missing letters

- Ask students to open their books and look at the pictures.
- Point to each picture and ask, "*What is this*?".
- Ask students what the missing letters are and give them time to write down the letters.
- Call some students to speak out loud the words and spell them.
- Point to the pictures again, read the words and have students repeat after.
- Check students' pronunciation.

Answer

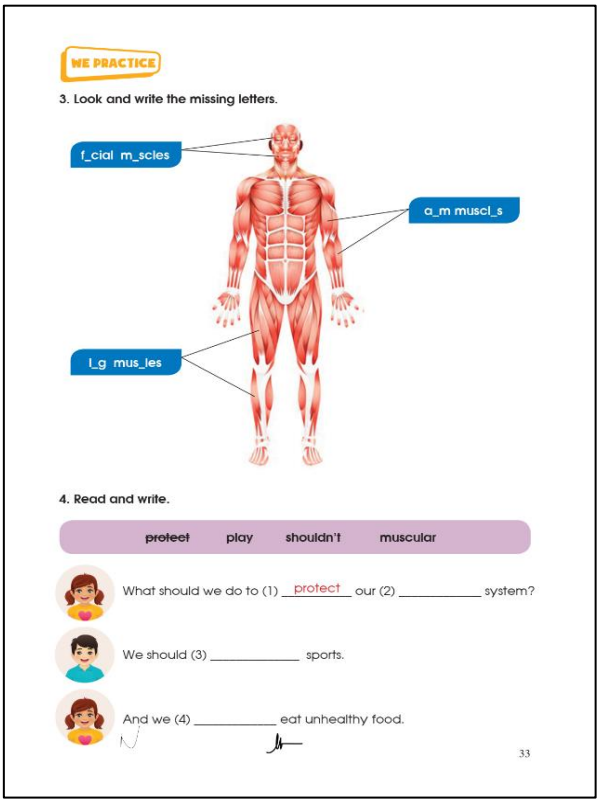
1. facial muscles
2. arm muscles
3. leg muscles

Mixed ability

- For weaker students, read aloud the answers and have them repeat after and write down the answers to their books.
- Require more confident students to look carefully to the picture and say other muscle parts in the body, such as: *hand muscles, shoulder muscles,...*

4. Read and write.

- Ask students to open their books and look at the pictures.
- Ask "How many gaps do we have?"
- Instruct students to look at the incomplete sentences in activity 4.
- Read the sentences out loud and pause at each gap, then signal students to shout out the missing word.
- Ask students to use the words given in the green box to complete the sentences.



- Let students work in pairs and fill in the gaps for 3 minutes.
- Have some pairs come to the board and give their answers while going around to see other pairs.
- Give feedback on the answers on the board.
- Read the complete sentences and have the whole class repeat.
- Call some students to read the sentences.

Fast finishers

Have students work in pairs and require them to practice the conversation in the books. Make sure students switch role after that.

Extra activity

Whispering

Divide class into two lines. At the end of each line, whisper a short sentence including what students just have learnt to the first student's ears in each line. The first student will continue whispering on ear of the second student, keep doing that to the end. The last student who runs to the board and write down the correct sentence can gain a point for their team.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about the muscular system.
- Know where the muscular parts are in a body.

Value: Do exercises everyday

Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Lip Reading: Use the flashcards so that you know which word to say and to show students if they are correct. Silently mouth the vocabulary word. Make it as exaggerated as needed.

LEAD IN

- Ask students to close their books to review the previous lesson before studying the next lesson.
- Show flashcards of muscular parts. Read the words and ask students to repeat it.
- Point to the positions of muscular parts in the teacher's body.
- Ask students, "*What's this?*".
- Drill pronunciation at if necessary.
- Introduce the new lesson: Today we're going to continue the lesson about the muscular systems.

MAIN CONTENT

1. Look and circle the correct answer.

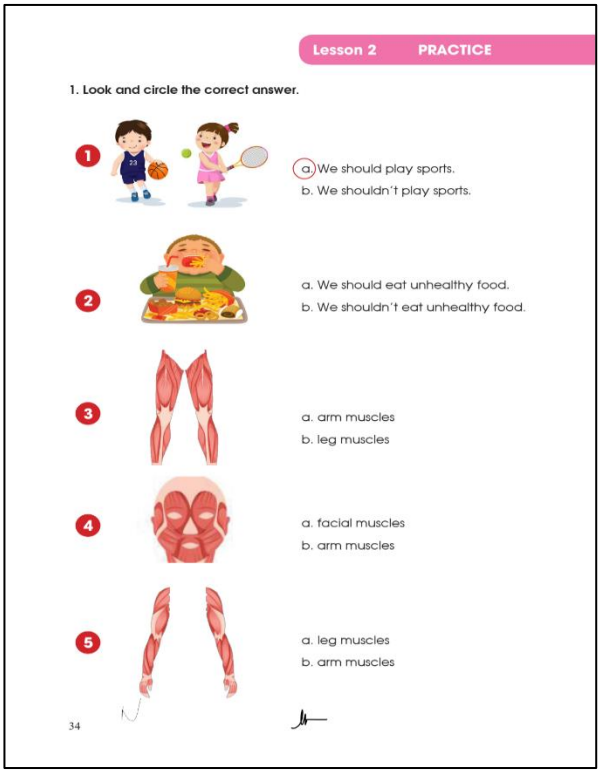
- Ask students to open their books and look at the pictures.
- Point to each picture and ask, "*What is this?*".
- Ask several students to give their answers.
- Give them the answer of question 1.
- Give students time to finish the exercise.
- Have some groups give their answers and correct them if there are mistakes.
- Check students' pronunciation.

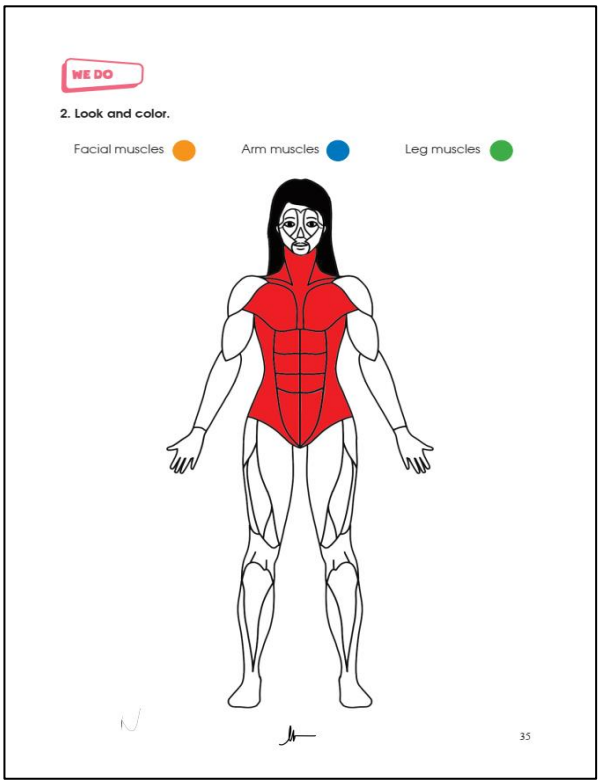
Answer

1. A 2. B 3. B 4. A 5. B

Fast finishers

Instead of pointing to the picture and saying, "We should play sports.", require the students to give more detailed sentences, such as: We should play soccer, we should play badminton, ... Instead of saying we shouldn't eat unhealthy food, require the students to say We shouldn't eat too many fries, ...





WE DO

2. Look and color.

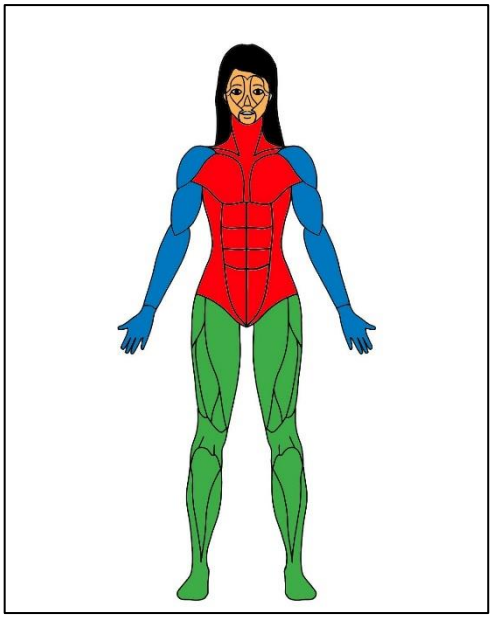
- Show the pictures of parts of the muscular system and guide student to do the exercise.
- Ask students "*How many parts of muscular system are there?*".

- Point at the word and ask, "*What is this?*". Instruct students to color the appropriate parts.
- Call some students to show their pictures to the class.
- Show the correct answer after that.

Mixed ability

- For weaker students, point to each picture and ask students "*What is he/she doing?*", "*What are they doing?*", … Require the students to answer the questions with full form of present continuous tense.
- Let the stronger students work in pairs. One student points to a person with their finger and ask *What is he/she doing?* The other student practice answering the questions with full sentences of present continuous tense.

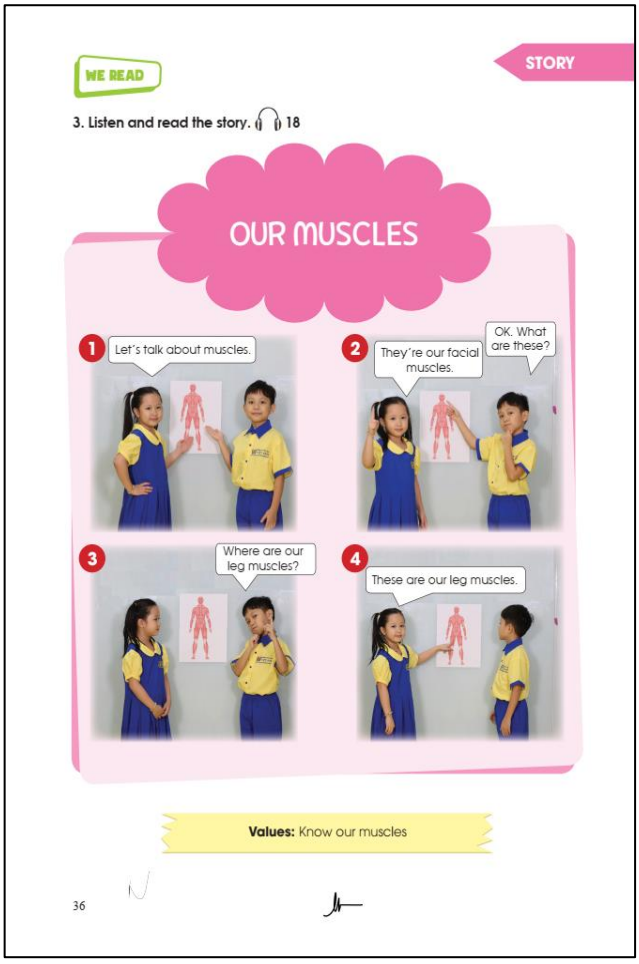
Answer



WE READ

3. Listen and read the story. 18

- Have students look at the picture in their books.
- Ask students some questions to understand the context of the story such as *What are they doing? Where are they? What are they wearing?* …
- Play the recording the first time and ask students to follow the conversation.
- Play the recording the second time and pause after each sentence for students to repeat.
- Let students work in pairs and roleplay as the two students in the story.
- Check their pronunciation if necessary.



Track 18

OUR MUSCLES

Mia: Let's talk about muscles.

Tim: OK. What are these?

Mia: They're our facial muscles.

Tim: Where are our leg muscles?

Mia: These are our leg muscles.

Mixed ability

- For weaker students, put the text from activity 3 on the board, and ask children to say with you. Try to get students to say it faster and faster.
- For stronger students, the teacher can have them play in pairs and practice the dialogue. If students are confident, the teacher can require them to close their books.

Extra practice

After practice and remember the conversation in the story. Let the students work in pairs. One student closes the book. The other student picks a sentence in the story and writes the first letter of every word in the chosen sentence. The other student has to say the sentence out loud.

REVIEW 2

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about skeletal and muscular systems.
- Review about physical activities: jump, dance, run, play soccer.
- Practice language introduced in Unit 4, 5 and 6.
- Know how to protect the skeletal and muscular systems.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Who is the fastest: Teacher puts flashcards of unit 4-6 on the board connected with an arrow to form a board game. The class will be divided into 4 teams. The teacher will roll the dice. Then, the students in a team will race with other teams to form meaningful sentences and send 1 representative go to the board and write. The fastest team to write the correct sentence wins.

LEAD IN

- Ask the class to play a guessing game.
- One student will think of a word they learned and give other students clues to find out the word.
- That student should model the word and say he/she is thinking of a physical activity that we usually play with a ball (play soccer).
- Students take turns playing the game.

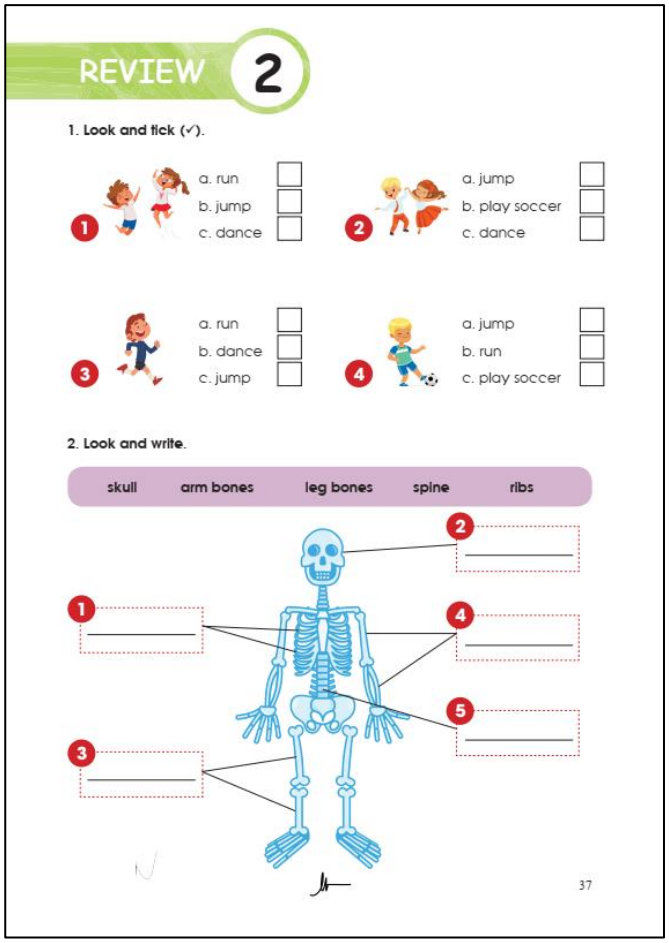
MAIN CONTENT

1. Look and tick.

- Point at the pictures and ask students about the actions in the pictures.
- Guide them to tick at the right box for each correct answer.
- Give them time to do the exercise.
- Invite some students to go to the board and show their answers.
- Have students practice asking and answering using the pictures and answers in the exercise.
- Check students' pronunciation if necessary.

Answer

1. picture (1) → b. jump
2. picture (2) → c. dance
3. picture (3) → a. run
4. picture (4) → c. play soccer



Mixed ability

- With weaker classes, encourage students to say full sentences with given pictures like *They are jumping.*
- Invite confident students to come to the board and write down full sentences about the given pictures.

2. Look and write.

- Ask student to look at the picture in their books.
- Point at the words and have students read out loud them.
- Ask students to point to the exact body parts as the words in the box.
- Give students time to write the words in the blanks.
- Invite some students to go to the board and write the answer.
- Show the correct answer after that.

Answer

1. ribs
2. skull
3. leg bones
4. arm bones
5. spine

3. Write the missing letters.

- Point at the body parts in the diagram and have students read out loud the words and spell them.
- Give students time to complete the exercise.
- Call some students to stand up and read aloud the answers. Ask them to spell the answers.
- Drill students' pronunciation.

Answer

1. arm
2. facial
3. leg

Fast finishers

Encourage students to give more sentences describing the use of the muscles. Remind them to say whole sentences when speaking. (For example: I use facial muscles to smile.)

Extra practice

What is missing?

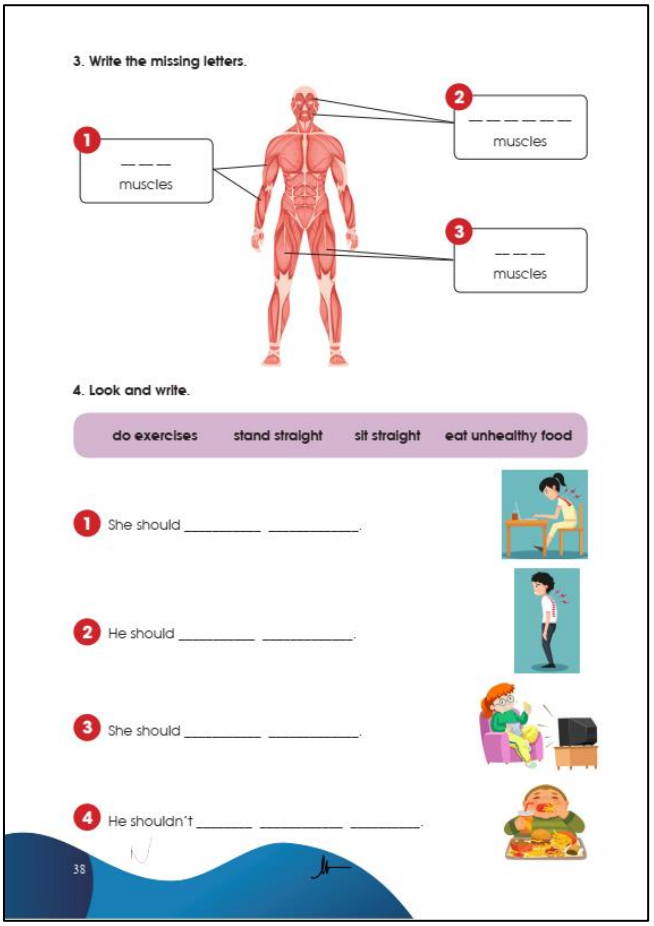
Teacher prepares flashcards related to the learned vocabulary. Teacher will place all the flashcards on the board. Then, ask students to close their eyes and the teacher takes away 1 card. After that, tell the students to open their eyes and tell which card is missing.

Mixed ability

- With weaker classes: Place flashcard 9-14: mom, dad, brother, sister, grandpa, and grandma around the room. Divide the class into groups of 1 student, 2 students and 3 students… and then ask different groups to walk to different pictures. For example: groups 1 student walk to picture "grandma".
- With stronger classes: Write the words mom, dad, brother, sister, grandpa, grandma on the board. Remove some letters. Ask students to come to the board and write the missing letters and then match the word to the correct flashcard.

4. Look and write.

- Point at each picture and have students say what the people in the picture are doing.
- Ask students "Should we do that" or "Shouldn't we do that?". Use body language to explain if necessary.



- Give students time to write down the answers in their books.
- Call some students to read the answers.
- Check their answers and pronunciation after that.

Answer

1. sit straight.
2. stand straight.
3. do exercise.
4. eat unhealthy food.

Fast finishers

Use a paper to cover the completed sentences. Look at the pictures and practice saying the full sentence for each picture.

Tips

Students may not tell you when they don't understand the instructions for an activity. This may happen more often when students are working in pairs or groups. Before beginning an activity, take a moment to review the instructions with the class. Then walk around the room to check that students understand by asking individuals to repeat the instructions back to you.

UNIT 7: RESPIRATORY SYSTEM

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- Recognize different parts of respiratory system
- Know how to protect the respiratory system

Vocabulary: *nose, windpipe, lungs, breathe in, breathe out, wear masks, smoke*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Musical cards: Teacher arranges flashcards in a circle on the floor. Then, the teacher instructs students to form a circle around the flashcards. When music is played, students walk and dance around the circle, then when music is stopped, the teacher will quiz the students on the flashcard in front of them.

LEAD IN

- Introduce the lesson by practice inhale and exhale.
- Breath in deeply and exhale, then have students imitate the actions.
- Point to the nose and ask the students: *What is it? So, we breath with our...?*
- Give time for students to continue the sentence.
- Introduce the lesson: Today, we're going to learn the lesson about the respiratory system.

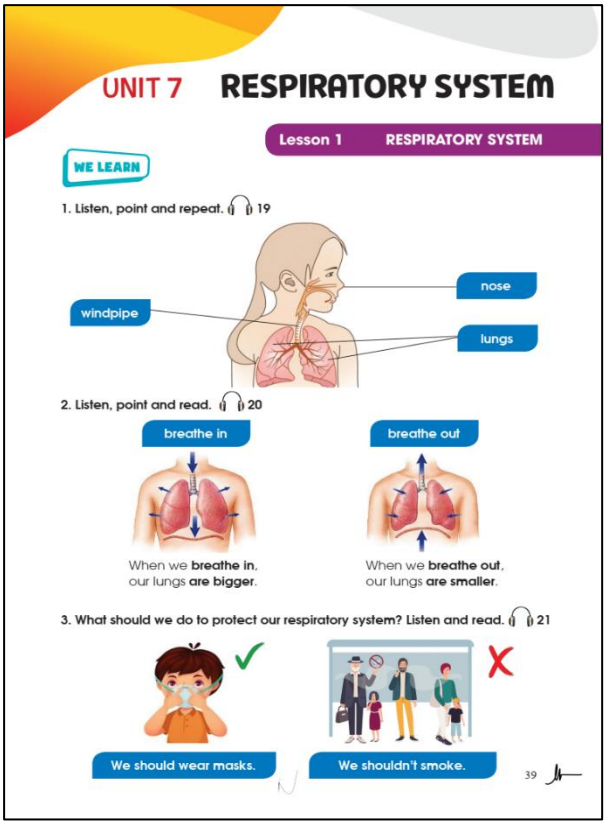
MAIN CONTENT

WE LEARN

1. Listen, point, and repeat. 19

- Stick the flashcards on the board.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Choose some random students to stand up at their places. Point at a random picture and ask students: *What is this? What are they?*
- Drill students' pronunciation.

Track 19
nose, nose
windpipe, windpipe
lungs, lungs



2. Listen, point and repeat. 20

- Point at the lungs, ask students: *What are they?*
- Make sure students answer in whole sentences.
- Play the audio for the first time, have students focus on the audio.
- Play the audio for the second time, pause after each sentence and have students repeat after.
- Invite some students to stand up and read aloud the sentences and phrases in their books.
- Listen and check students' pronunciation.

Track 20
When we breathe in, our lungs are bigger.
When we breathe out, our lungs are smaller.

3. What should we do to protect our respiratory system? Listen and read. 21

- Review the structure "should" and "shouldn't".
- Point to the pictures and read the sentences for students to listen.
- Play the audio for the first time, ask students to listen to the audio.

- Play the audio for the second time, pause at each sentence, ask students to repeat again.
- Invite some students to look read aloud the sentences.
- Check their pronunciation and give feedback.

Track 21
We should wear masks.
We should wear masks.
We shouldn't smoke.
We shouldn't smoke.

Mixed ability
- Put weaker students in pairs or groups. Scramble the letters of the new words and write them on the board. Students work together to unscramble the words. Allow students to open their books if necessary.
- For stronger students, ask children to close their books. Place flashcards on the board and write blanks above them. Call students to the board to fill in the blank. Erase and repeat.

WE PRACTICE

4. Look and write the missing letters.
- Ask students to look at pictures in their books.
- Ask some relevant questions: *What is this? What are they?*
- Explain the exercise to students and give students time to do the exercise individually.
- Invite some students to go to the board. Check their answer after that.
- Check students' pronunciation as well.

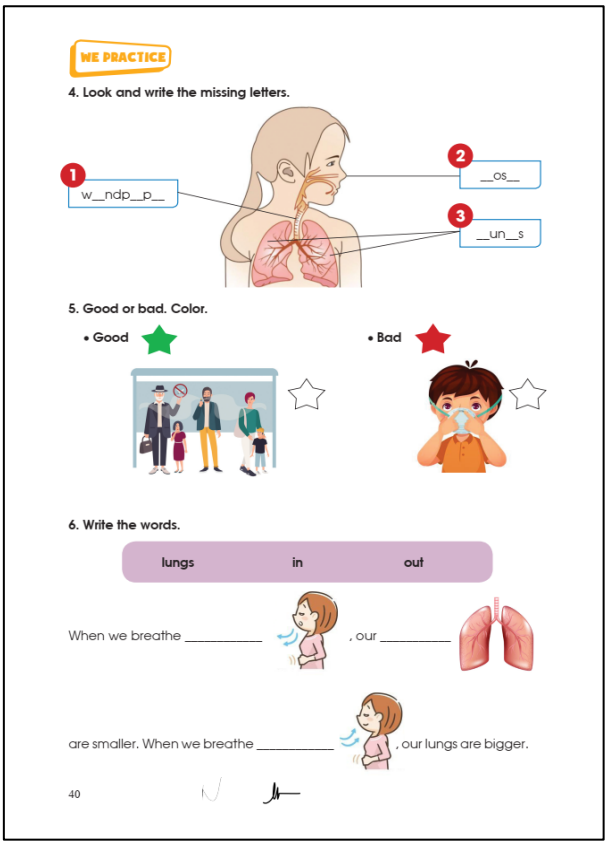
Answer
1. windpipe 2. nose 3. lungs

Extra practice

Lightning flashcards

Teacher stands in front of class with flashcards and have students form two teams standingin a line. Each round, one students from each team go to the board and face away from the teacher. When teacher says *"1, 2, 3. What is it?",* students quickly turn around and the first student to call out the correct answer wins a point for their team.

5. Good or bad. Color.
- Point at the pictures and ask students name the activities in the pictures.
- Make sure students know which color is green or red.



- Read aloud the words again and make sure students understand which one is good or bad by showing thumbs up or down.
- Give students time to color.

Answer
1. smoking – color in red
2. wearing masks – color in green

Fast finishers

Point to the picture and say the sentences with "should" and "shouldn't".

6. Write the words.
- Point at the pictures and ask *What are they? What is she doing?*
- Read aloud the word in the box and have students repeat it again.
- Instruct the students to do the activity.
- Give students time to finish the exercise.
- Invite some students to stand up and read the whole sentences.
- Check students' pronunciation if necessary.

Answer
1. out 2. lungs 3. in

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about the respiratory system
- Know how to label he respiratory system and recognize different body structures

Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Roll the dice: Teacher prepare a giant dice and write on the board numbers 1-6 and put flashcards next to each number. Each student has a chance to toss the dice up. The number it lands on is the card they say out loud. Teacher can encourage students to make sentences using the words.

LEAD IN

- Prepare flashcards "lungs", "windpipe" and "nose". For each time, take away one flashcard and ask students "*What's missing?*".
- Listen to students' answers and check their pronunciation.
- Introduce the lesson: Today, we're going to review abou the respiratory system and what we should do to protect it.

MAIN CONTENT

1. Do the crossword.

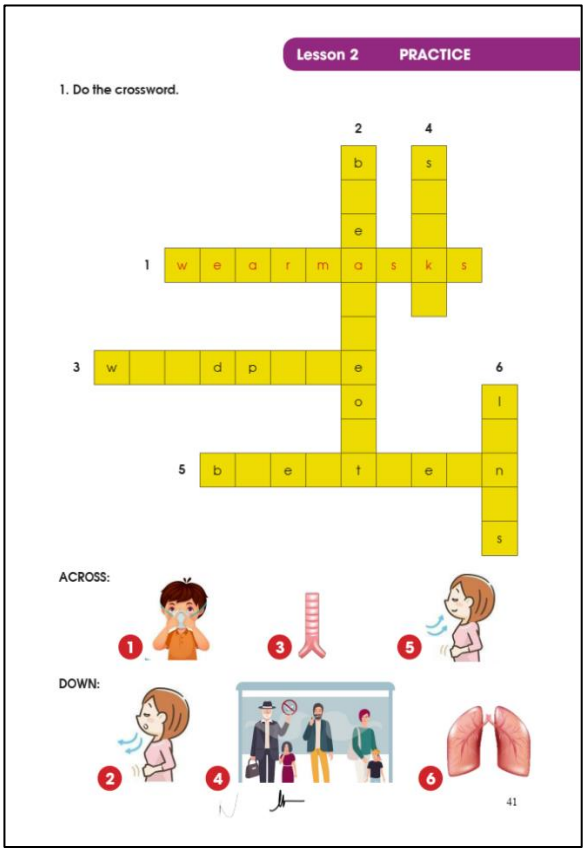
- Ask students to open their books and look at the crossword.
- Point at pictures 1 to 6 and ask students to say aloud what thes are.
- Instruct the activities for students to follow, allow students to review the spelling of the words in case they do not remember.
- Give students time to do the activity. Then, invite some of them to go to the board and write down their answers.

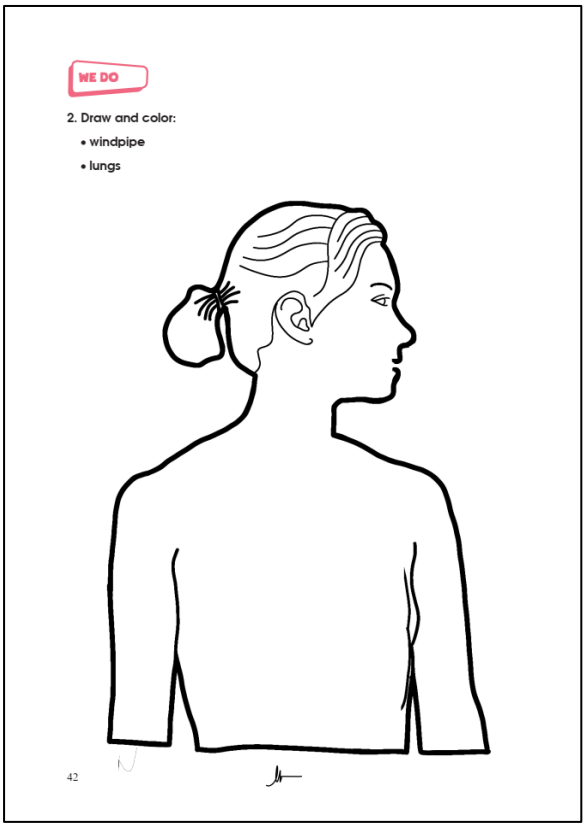
Answer

1. wearmasks
2. breathout
3. windpipe
4. smoking
5. breathin
6. lungs

Fast finishers

Use a paper and cover the crossword. Have students look at the pictures and require them to make full sentences for each one.





WE DO

2. Draw and color.

- Draw or hold the flashcards of "windpipe" and "lungs", ask students: *What's this? What are they?*

- Instruct the activity for students to follow.
- Give students time to draw and color.
- Invite some students to go to the board, point and ask student about the lungs and windpipes.

Answer

Students' own answer.

WE READ

3. Listen and read the story. 22

- Ask students to look at the story in their books.
- Point at the pictures and ask students: What are they talking about? What is the girl/boy talking about?
- Play the audio for the first time and have students point at each speech bubble in their books.
- Play the audio for the second time, pause after each sentence for students to repeat it.
- Invite some students to stand up and act out the story.
- Check students' pronunciation as well.

Track 22

OUR LUNGS

Tim: This is our respiratory system.

Mia: The system has a nose, a windpipe and two lungs.

Tim: When we breathe in, the lungs are bigger.

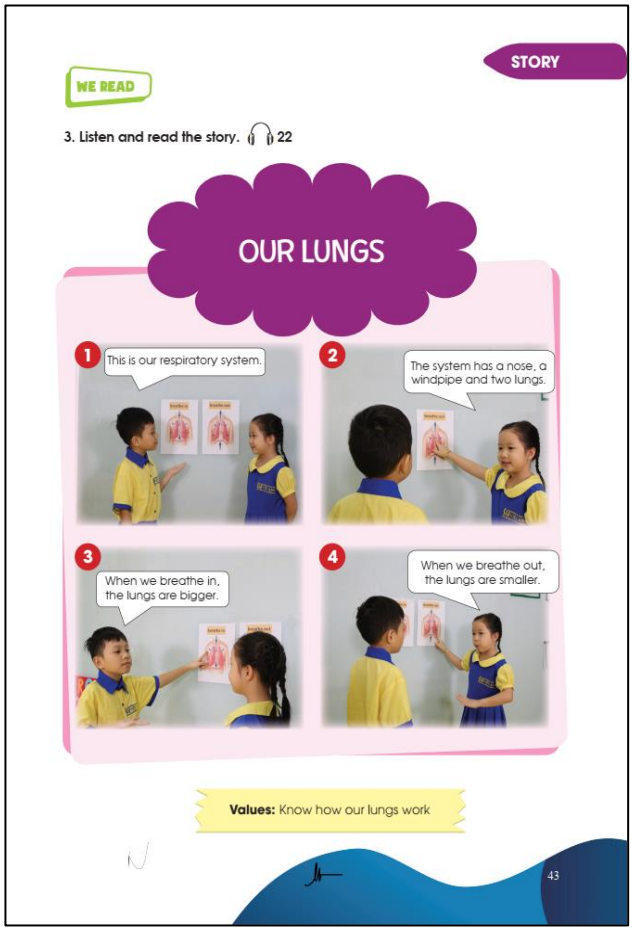
Mia: When we breathe out, the lungs are smaller.

Mixed ability

- For weaker class, play the recording few more times and pause at the key words. Have students repeat while pointing at the body parts in the books.
- Have confident students work in pairs and roleplay as the two characters to practice speaking.

Tips

Whenever possible, use visuals to help students understand what you are saying. For example, use two hands to demonstrate how the lungs get bigger, and vice versa. Have students copy the action to understand the concept of it.



Extra practice

Disappearing dialogue

Teacher writes the dialogue from frame 3 on the board and reads it with the students. Then the teacher will erase a few words and ask students to read the dialogue again. The teacher continues to erase more and have them repeat until there is nothing on the board except the characters' names at the start of each line.

Extra activity

Catch me if you can

Have students sit in a circle. After reviewing the chosen set of flashcards, place them in a pile in the centre of the circle. Take the first card and show it to everybody. Have one student walk around the outside of the circle saying words from a specific subject – like fruits or days - while touching each student of the circle on the shoulder. When the "magic" word is said, the student whose head is touched at that time, must stand up and chase the student who touched them around the circle. The first one to sit in that spot remains seated and chooses the next "magic" word. The student standing begins again; "Sunday...Monday..."

UNIT 8: URINARY SYSTEM

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
- Recognize different parts of the urinary system
- Know how to protect the urinary system

Vocabulary: *ureters, kidneys, bladder*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Line True or False: Teacher put a line of tape on the floor and designate one side "True" and the other "False". Then the teacher holds up a flashcard or object and say its word or the sentences with "should" or "shouldn't". If the teacher said the correct sentence, students jump on the True side, otherwise they jump on the False side.

LEAD IN

- Show flashcards about parts of urinary system.
- Point at each flashcard, read out loud and have students repeat twice.
- Drill students' pronunciation.
- Introduce the lesson: *Today we're going to learn about some physical activities.*

MAIN CONTENT

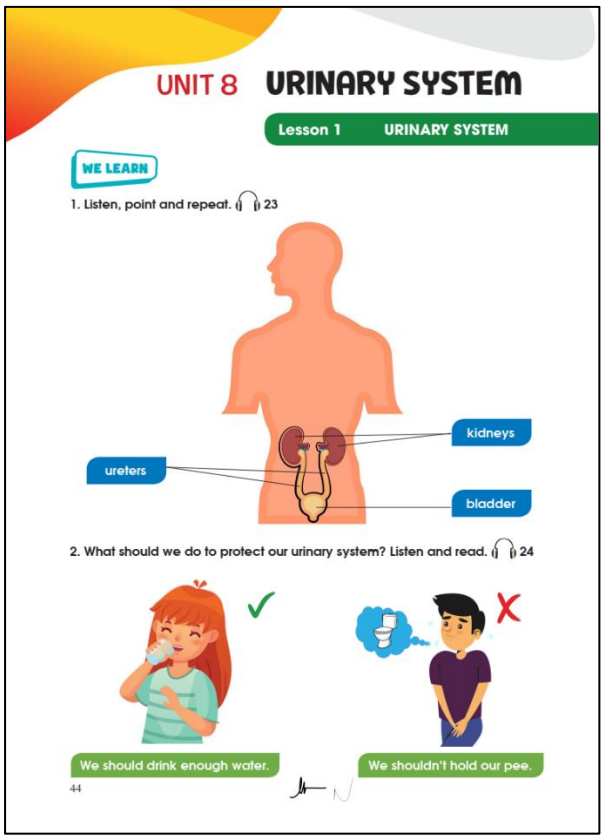
WE LEARN

1. Listen, point, and repeat. 23

- Ask students to open and look at their books.
- Show students flashcards of urinary system.
- Play the recording and point to the flashcards in time with the radio.
- Play the recording again and instruct students to point to the pictures while listening.
- Pause after each word and pronounce it, have the whole class repeat after.
- Point to random flashcards and have the class say the words.
- Drill students' pronunciation.

Track 23

kidneys, kidneys
ureters, ureters
bladder, bladder



2. What should we do to protect our urinary system? Listen and read. 24

- Ask students to look at the pictures in their books.
- Point to picture 1 and say word by word. For example: *"water – enough water – drink enough water – we should drink enough water".*
- Have the class repeat these phrases then call some students to stand up and read individually.
- Play the recording for the first time and point to picture 1. Pause and have the class repeat together three times.
- Do the same for picture 2.
- Guide students to nod head for "should" and shake head for "shouldn't" while saying the sentences.
- Call some students to read aloud the sentences
- Check their pronunciation.

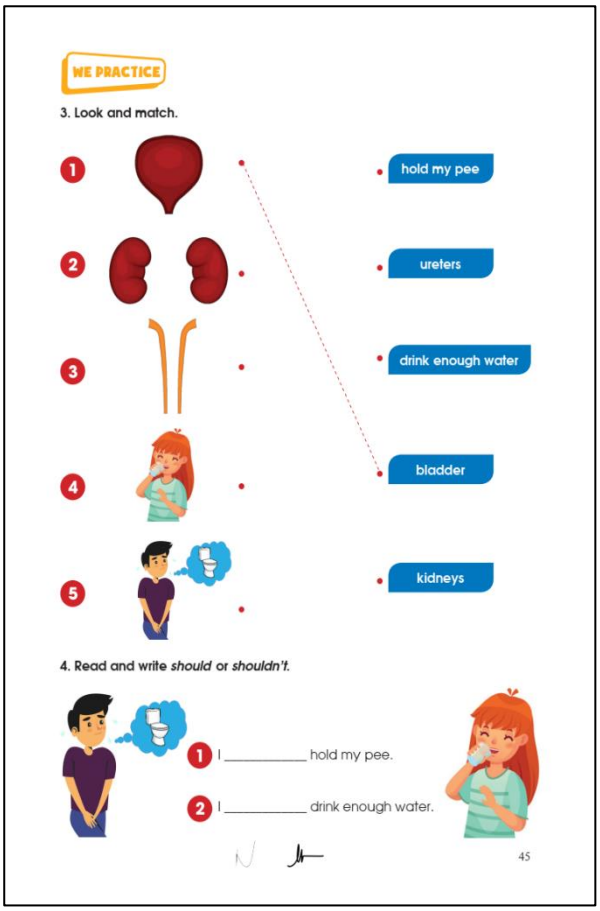
Track 24

We should drink enough water.
We should drink enough water.
We shouldn't hold our pee.
We shouldn't hold our pee.

WE PRACTICE

3. Look and match.

- Show students the flashcard.
- Point at each picture and ask *What is he/she doing? What is it? What are they?...*
- Correct students' answer then draw a line from picture 1 to "*bladder*" as an example.
- Give students time to do the exercise.
- Invite some students to read out loud their answers.
- Go through the picture again, ask students questions and require them to answer in a whole sentence.
- Drill students' pronunciation.



Answer

1. bladder
2. kidneys
3. ureters
4. drink enough water
5. hold my pee

Mixed ability

- For weaker students, point to the pictures and have students say the words. Use body language if necessary.
- For more confident students, point at the pictures and require them to make sentences with them.

Extra practice

Team game

Teacher prepares three sets of flashcards for this game and makes two teams. One set of flashcards will be stuck around the classroom and the rest will be divided into two teams. The teacher gives one word card to each student in both teams. When the teacher calls out the name of one of the flashcards, the child in each team who has the corresponding word card gets up and goes to touch the flashcard as fast as they can. The child who gets there first each time wins a point for their team.

4. Read and write *should* or *shouldn't*.

- Ask students to look at the sentences and ask "*How many gaps do we have?*".
- Read the corresponding sentences out loud and pause at each gap, then signal students to shout out the missing word.
- Check students' pronunciation if necessary.
- Give students time to write down the answers.
- Show the correct answers after that.
- Read the whole sentences and have the class repeat them twice.
- Ask students to play in pairs and practice speaking the phrases.
- Call some pairs to stand up and do the actions (nod head for should, shake head for shouldn't) as they speak.

Answer

1. shouldn't
2. should

Extra activity

What's the picture

Divide class into two teams. Teacher asks one student from each team to come to the front of the class and whispers the name of an object they have to draw. The students draw the picture on the board for the rest of the class to guess what it is. The first student who guesses correctly comes to the front of the class gains one point for their team and go to the board to draw the next picture. Repeat until all of the target vocabulary has been used.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- Review vocabulary about the urinary system
- Know where the urinary parts are in a body

Listening: Listen to the story and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Smiley face: Teacher thinks of a word and draw a short line for each letter on the board. Students guess the letters of the word one by one. If a student guess correctly, teacher will write the letter in the correct position, other wise, teacher will write the wrong letter on the side and draw a large circle to represent a face. With each incorrect letter, teacher adds another feature to the face. The game continues until either the word or face is completed. If the word is completed, the class has won; if the face is completed, the teacher has won.

LEAD IN

- Ask students to close the book to review the previous lesson.
- Show flashcards of urinary parts. Read the words and ask students to repeat.
- Drill students' pronunciation at least two times.
- Introduce the lesson: Today we're going to continue the lesson about the urinary system.

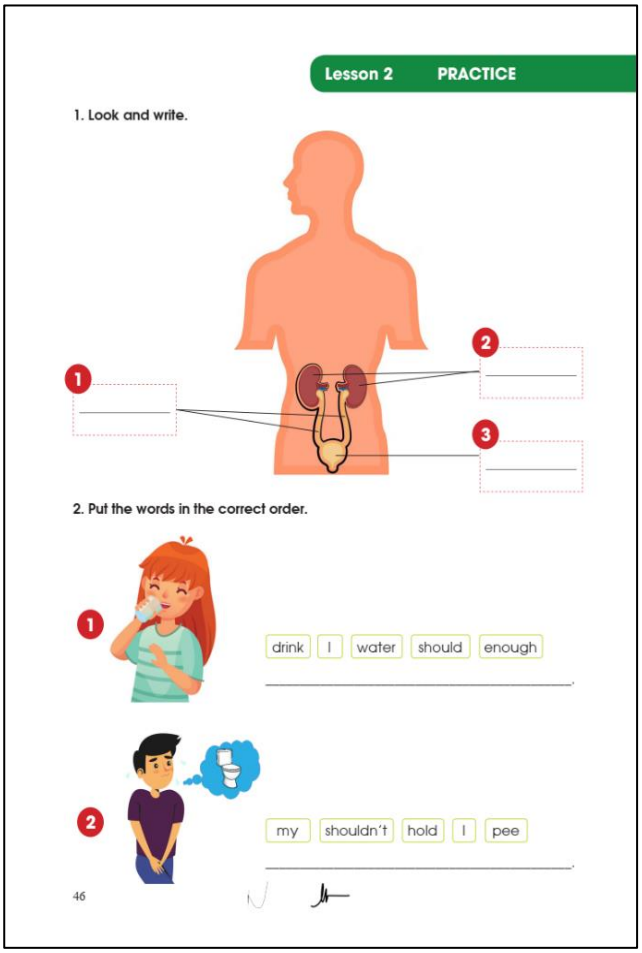
MAIN CONTENT

1. Look and write.

- Ask students to open their books and look at the pictures.
- Point at the pictures and ask students "*What is it?*".
- Allow time for the students to do the exercises.
- Invite some students to go to the board and write down the answers.
- Check the answers after that and drill students' pronunciation.

Answer

1. kidneys
2. ureters
3. bladder



2. Put the words in the correct order.

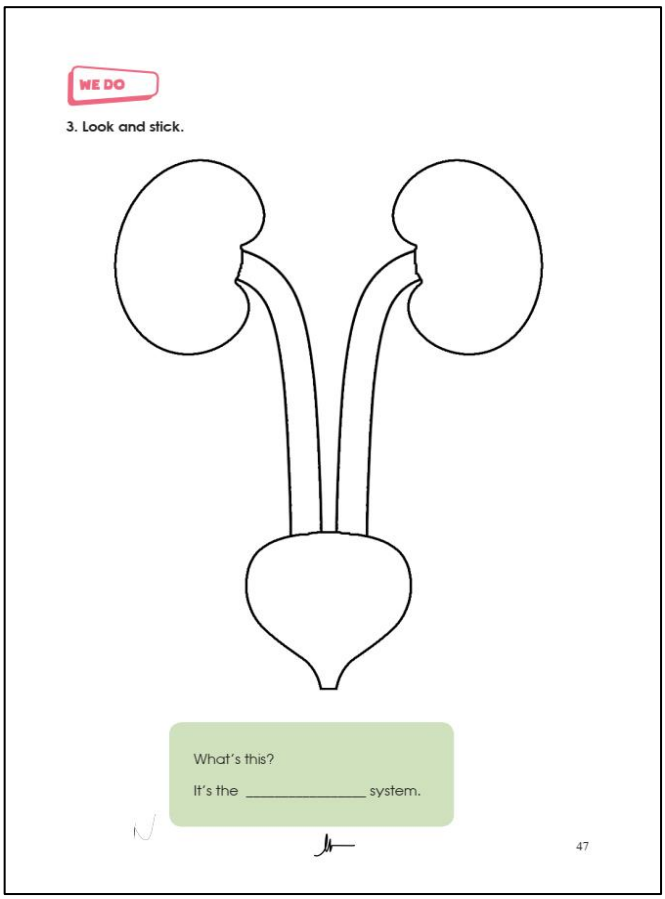
- Tell students to look at the below pictures.
- Point to each picture and ask, "*What is he/she doing?*".
- Instruct student to rearrange and write down the whole sentence.
- Give student time to do the exercise in pairs.
- Call some pairs to come to the board and practice asking and answering the sentence structures.

Answer

1. I should drink enough water.
2. I shouldn't hold my pee.

Tips

To make sure students remember the previous lesson, teacher can ask the following questions:
What should we do protect our urinary system?
Should we drink enough water?
Should we hold our pee?
Teacher can allow students to read the previous again before starting to do the exercise.



WE DO

3. Look and stick.

- Have students look at the large picture.
- Tell students to use the stickers in the appendix to do the exercise.
- Explain the activity: students stick the urinary body parts in the correct places.
- Point to each urinary part and ask students questions: *What is it? What are they?*
- Correct the answers if needed. Then ask students to pick the right sticker and stick it to the picture.
- Give students time to complete the pictures.
- Show the correct answers after that.
- Call some students to show their pictures to the whole class.

Answer

urinary

Fast finishers

Have fast students work in pairs . Students point to the parts of urinary system and say the names with the structure: *It is/They are + the urinary part(s).*

WE READ

4. Listen and read the story. 25

- Have students look at the picture in their books.
- Ask students some questions to understand the context of the story such as *How many people are there in the story? What are they talking about?...*
- Play the recording the first time and ask students to follow the conversation.
- Play the recording again and pause after each sentence for students to repeat.
- Let students work in pairs and roleplay as the two students in the story.
- Ask some pairs to come to the board and act out the story.
- Check their pronunciation if necessary.

Track 25

DON'T HOLD YOUR PEE

Mia and Tim are playing games.

Tim: I want to pee, but I have to finish the game.

Mia: You shouldn't hold it. It's not good for your urinary system.

UNIT 9: PERSONAL HYGIENE

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

• Learn new words about hygiene and what to do to keep clean.

• Look and recognize the terms for personal hygiene.

Vocabulary: *clean, dirty, wash my hands, brush my teeth, take a shower, make a bed, tidy my room*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Act the word: The teacher invites a student to come to the board and shows him/her a picture flashcard and tells her to act out the word in front of the class. If a student can guess the correct word, he/she will become the next player.

LEAD IN

- Write the vocabulary of the previous unit on the board and have students read them out loud.
- Play the game "Chasing Pictures to Guess Words/Phrases Game".

MAIN CONTENT

WE LEARN

1. Listen, point, and repeat. 26

- Ask students to look at the pictures and discuss the words in groups.
- Have students listen and repeat to the words in the audio.
- Tell students to look at the words in the book, listen, and point to the correct words.
- Ask the class to listen, point, and repeat the new words.

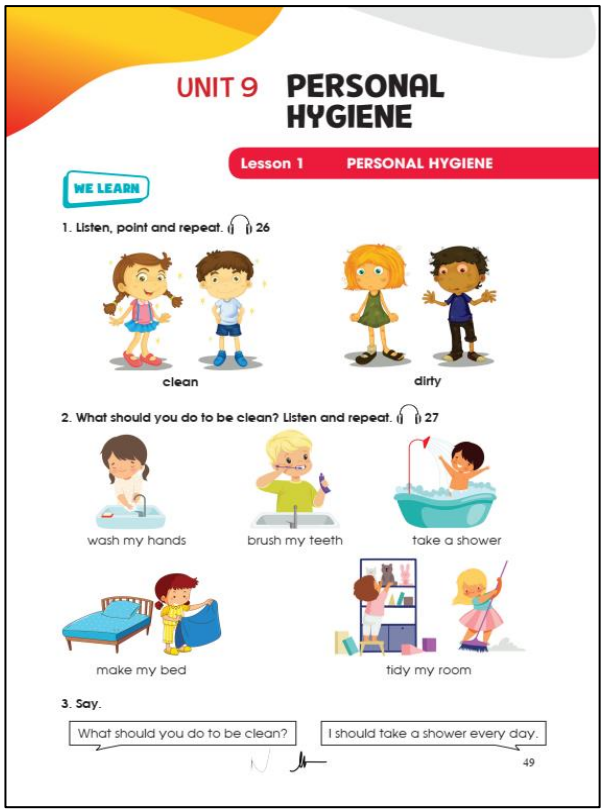
Track 26

clean, clean

dirty, dirty

2. What should you do to be clean? Listen and repeat. 27

- Explain the questions to the students, use body language if necessary.
- Point at each picture, read the words, and act as the pictures.



- Point at the pictures and have students repeat the words.
- Play the audio and act as the pictures.

Track 27

wash my hands	wash my hands
brush my teeth	brush my teeth
take a shower	take a shower
make my bed	make my bed
tidy my room	tidy my room

Tips

If students have an idea but don't know or can't remember the words to express it, ask them to act it out, draw a picture, or use other words to describe it. Then, the teacher helps the students to learn and remember the words of their ideas.

3. Say.

- Look at the pictures in their books.
- Read the sentences out loud for the students to repeat.
- Point at each speech bubbles and have students repeat the sentences.
- Ask students to practice ask and answer the questions in pairs.

Mixed ability

- For weaker class: The teacher should use flashcards and have the whole class practice the dialogues from 2 to 3 times before letting the students practice in pairs.
- For stronger class: Tell students to list some actions that should be done or should not be done to keep their bodies clean. Then, ask them to practice the dialogue in pairs using the phrase should or shouldn't do something.

WE PRACTICE

4. Look at the pictures and write the missing words.

- Ask the question: "What are they doing?".
- Have students tell the actions in the pictures.
- Make an example on how to do the exercise for the students on the board.
- Give students time to finish the exercise.
- Show the answers and explain for students to understand.

Answer

1. make – bed
2. wash – hands
3. tidy – room
4. take – shower

Fast finisher

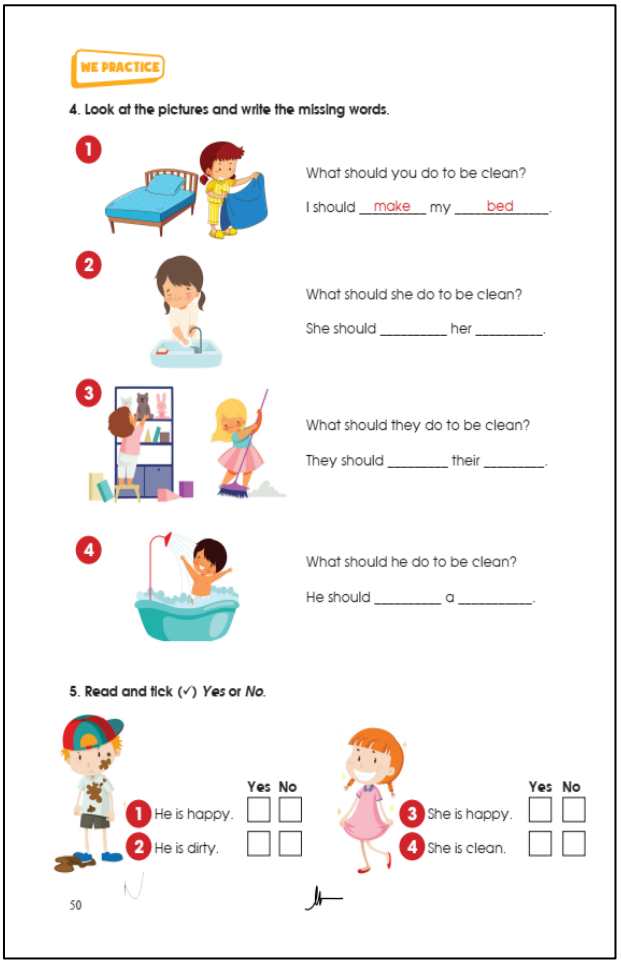
Ask the students to work in pairs. Ask them to look at the pictures and make dialogue about what do they usually do to keep themselves clean. Ask them to take turns practice asking and answering using the answers in the exercise.

5. Read and tick *Yes* or *No*.

- Ask the students to guess what the purpose of the exercise is.
- Point to the pictures and ask how the boy and the girl are. Elicit the answers from the students.
- Call some students to read out loud the sentences in the box.
- Instruct the students to stick at the correct box.
- Give students time to finish the exercise.

Answer

1. He is happy. - No
2. He is dirty. - Yes
3. She is happy. – Yes
4. She is clean. - Yes



Extra practice

Wash your hands!

- Explain to the children that it is very important to wash their hands before and after touching food.
- Ask the students to stand up and pretend to wash their hands. Mime washing your hands together for the children to mimic the actions.
- Stick the 6 food flashcards around the classroom. Remind the children to wash their hands before touching the food.
- Ask one student to go to the board and make an example. Tell that student to touch the sandwiches. The student then mime washing his/her hands before touching the sandwiches flashcard.
- Praise the student if he/she washes his/her hands before touching the flashcard.
- Continue the game until the students have touched all 6 food flashcards and remember the washing hands action.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- Review the words about personal hygiene.
- Understand and read the short story.

Vocabulary: *clean, dirty, wash my hands, brush my teeth, take a shower, make a bed, tidy my room*

Listening: Listen to story and repeat. Listen to words and choose the correct answers.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

What's missing: The teacher will stick the flashcards containing the vocabulary from the previous lesson on the board. Point at each picture and have students read out loud the words. Ask students to remember the flashcards and ask them to close their eyes. The teacher takes away 1 card and ask students to open their eyes and guess what card is missing. When the students have identified the missing card, shuffle the cards again and repeat the procedure.

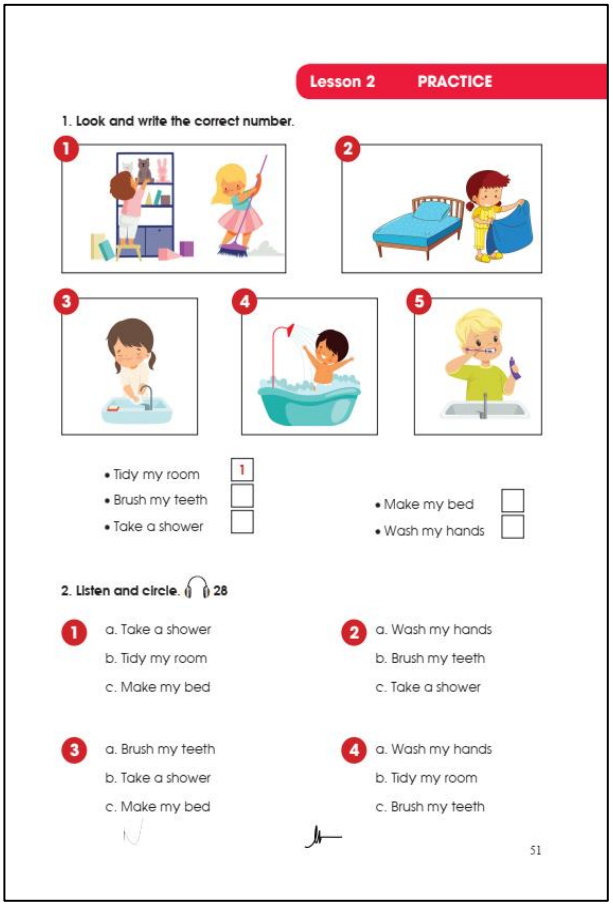
LEAD IN

- Show the flashcards from previous lesson and have students repeat the words.
- The teacher holds 2 flashcards of the previous lesson and ask students: "*We should …?*". The students then point at the appropriate flashcard and read out loud the sentence: "*We should wash hands.*"
- Practice the procedure using different phrase: "*We shouldn't …?*".

MAIN CONTENT

1. Look and write the correct number.

- Ask students to look at the pictures and say the words.
- Ask students questions: "*What do you do to keep clean?*", "*What do you do to keep your room clean?*"
- Invite students to answer the questions and instruct them to do the exercise.
- Show the correct answers and have students repeat the answers.


Lesson 2 PRACTICE

1. Look and write the correct number.

• Tidy my room 1
• Brush my teeth
• Take a shower
• Make my bed
• Wash my hands

2. Listen and circle. 28

1 a. Take a shower b. Tidy my room c. Make my bed
2 a. Wash my hands b. Brush my teeth c. Take a shower
3 a. Brush my teeth b. Take a shower c. Make my bed
4 a. Wash my hands b. Tidy my room c. Brush my teeth

51

Answer

Picture 1 - Tidy my room
Picture 2 - Make my bed
Picture 3 - Wash my hands
Picture 4 - Take a shower
Picture 5 - Brush my teeth

Extra practice

True or False?

Say a true of false statement about a topic or using a grammar point you want to practice. (For example: I should take a shower every day.) If students think you are telling the truth, they will shout out *"True"*. If not, they will shout out *"False"*. Invite a student and tell him/her that his/her answer is correct and ask him/her to make a statement. The class continue the activity.

2. Listen and circle. 28

- Ask students to read out loud all the phrases in the exercise.

- Tell students to act as the words in the exercise to check their understanding of the actions.
- Instruct the students how to do the exercise.
- Play the audio for the students to listen and choose the correct answers.
- Check students' answers by invite them to stand up and read out loud the answers.

Answer

1. C
2. C
3. A
4. B

Track 28

1. My bed is messy. I will make my bed.
2. I'm sweaty. I will take a shower.
3. It's time for bed. I will brush my teeth.
4. My room is clean. I tidy my room every day.

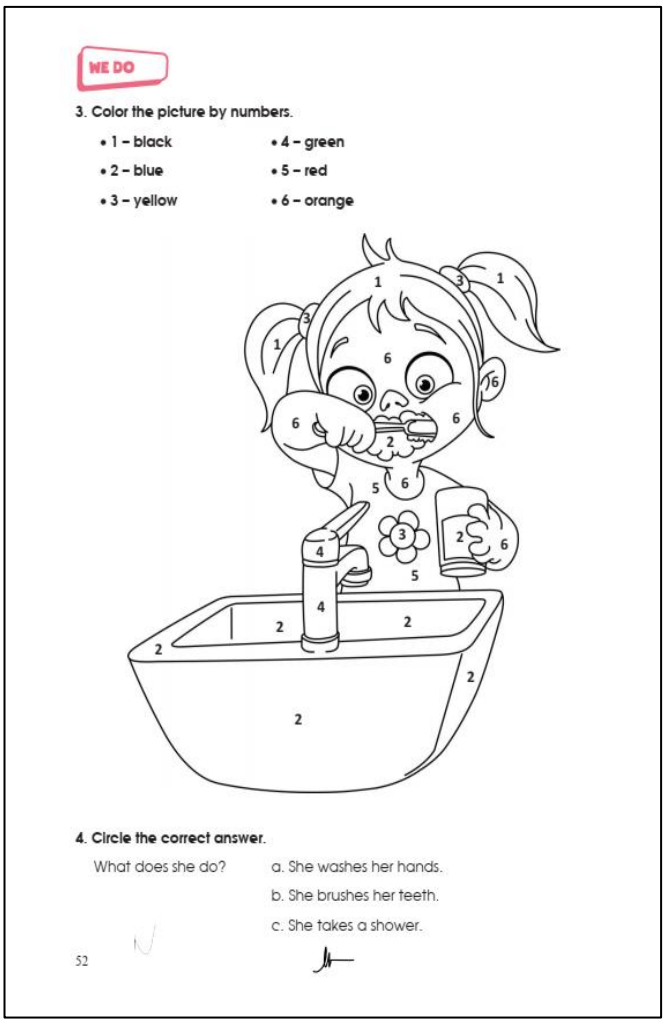
Mixed ability

- For weaker class: The teacher should play the recording a few more times for the students to listen carefully and take note if necessary. Remember to pause at the keywords for students to pay attention to and choose the correct answers.
- For stronger class: The teacher plays the recording one more time. This time, ask the students to listen and take notes on what they can hear. Then, invite some students to stand up and repeat the sentences for each question.

WE DO

3. Color the pictures by numbers.

- Tell the students to look at the big picture in their books and the numbers and colors.
- Review the colors by showing each crayon to the class and ask: "*What color is it*?". Make students answers all the colors one by one.
- Invite some students to answer the questions.
- Ask students to read out loud the instructions on how to color and what color should be used to color in the blanks.
- Give an example by color all number 1 in black.
- Give students time to color the picture.
- Walk around the class to check if the students are coloring the picture correctly.



Answer

Students' own answers.

Tips

The teacher can invite some students to the board and ask them to point where and what colors should be painted. By doing this, the students can do the exercise more accurately as they have known where the colors should be painted.

4. Circle the correct answer.

- Tell the students to look at the big picture in their books again.
- Invite a student to read out loud the answers a, b, and c.
- Ask the class question: "What does she do?".
- Invite some students to answer the questions.
- Show the correct answer and ask the students to work in pairs asking and answering the question.

Answer

b. She brushes her teeth.

WE READ

5. Listen and read the story. 29

- Show the picture of the story.
- Point at each speech bubble and read out loud the sentences for the students to repeat.
- Check students' pronunciation and intonation if necessary.
- Ask questions about what happens in the story and elicit the answers from the students.
- Ask students to list some activities they know that can help to keep their bodies clean.
- Invite some students to stand up and answer the questions.
- Play the recording for the first time and have students listen carefully.
- Play the recording for the second time and pause after each sentence for students to repeat.
- Ask students some questions to check their understanding of the story: "*What should we do to be clean?*".
- Invite some students to answer the questions using the ideas in the story.
- Have students practice the story in pairs and act as the actions.
- Walk around the class to check students' pronunciation if necessary.

Track 29
GUESSING GAME
Tim: What should I do to be clean?
Mia: Brush your teeth.
Tim: Correct! Now your turn.
Mia: What should I do to be clean?
Tim: Take a shower!
Mia: Yes. That's right!

Fast finisher

After practicing the story and remember the conversation in the story. Let the students work in pairs. Student A will close the book while student B will pick a random sentence in the story and write the first letter of every word in the chosen sentence. The student A then must guess what the sentence is and say the sentence out loud for the answer. If the answer is correct, 2 students switch roles and repeat the procedure. If the answer is incorrect, student A will make guesses until he/she gets the correct answer.

Extra practice

The teacher will divide the class into 2 teams. Each member from 2 team will compete. The teacher will give clues about the vocabulary learnt from the previous lesson for students to make a guess. They have to say the word and do the action at the same time to answer the teacher's question. The student who gets the correct answer first will win and get 1 point for their team. Repeat the exercise until the students can memorize the words as well as the actions.

REVIEW 3

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about respiratory and urinary systems and personal hygiene.
- Review about language used in unit 7, 8, 9

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Who is the fastest: The teacher prepares flashcards from previous units for students to play this game. Divide the class into 4 groups. The teacher asks the students to write complete sentences using the phrase "should" or "shouldn't". The teacher will review the first flashcard, students will remember the word and start to form a sentence. After 5 seconds, the teacher will clap his/her hands and each member from 4 groups will run to the board and write their sentences. The fastest student to finish the correct sentence will get 1 point for their teams. Repeat the procedure 5 times before starting the new lesson.

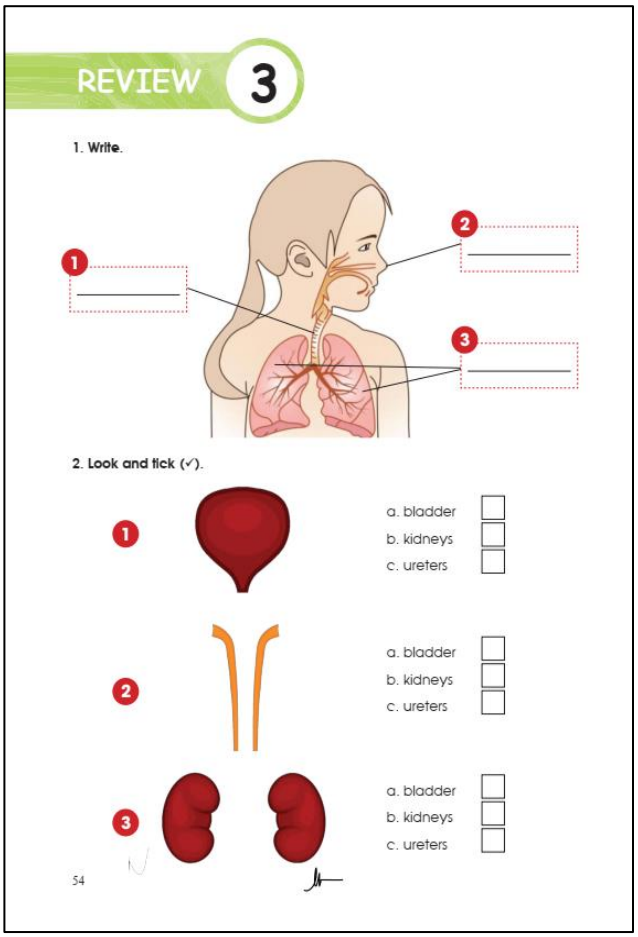
LEAD IN

- Stick 4 flashcards on the board. They can be apple, lemon, banana, and custard.
- The students will decide which is the odd one and explain their answers. The answer can be apple because it is not yellow. Or the answer can be custard because it is not a fruit. The answers can vary depending on the students' ideas.
- Play this game to see what ideas that your learners can come up with together.

MAIN CONTENT

1. Write.

- Ask the students to open their books and focus on the big picture.
- Point at each body part in the picture and ask students to tell what they are.
- Invite students to stand up and read out loud the words for their answers.
- Check students' pronunciation if necessary.
- Have students work in pairs pointing and asking what the body parts are.
- Instruct students to write the correct words for the correct body parts.
- Give students time to do the exercise.



Answer

1. windpipe
2. nose
3. lungs

2. Look and tick.

- Direct the students' attention to the pictures in exercise 2.
- Explain to the students that they must put a tick in the box for the correct answer corresponding to the picture.
- Make an example for the students to understand how to do the exercise.
- Start by pointing at the first picture and ask: "What is this?". Elicit the answer from the students: "This is a bladder." Or "Bladder!" would be fine. Ask students to read 3 words in the answers and choose the correct answer for question 1.
- When the students understand how to do the exercise, give them 2 minutes to finish the 2 left questions.
- Show the correct answers and have students repeat the words.

Answer

1. A. bladder
2. B. ureters
3. C. kidneys

Mixed ability

- With weaker classes: The teacher points at his/her body parts corresponding to the pictures in the exercise and read out loud the words for the students to repeat 2 or 3 times. Then, point at random body parts for students to read out loud the words. If they have the correct answers, the teacher can start the lesson. If not, repeat pointing and read out oud the words for students to remember.
- With stronger classes: Confident talkers will love this activity. The teacher will write some topics on the board and number them. Get a student to roll the dice, then with the number on the dice, the student will begin to talk about the matching topic for a set amount of time which varies between 1 and 2 minutes. If they run out of things to say within the limited time, they will lose the challenge.

3. Write the missing words.

- Point at each picture and have students to say the words.
- Explain that the students must write the correct words in the blanks corresponding to the pictures.
- Make an example for the students to understand how to do the exercise.
- Give students time to do the exercise.
- Show the answers and have the class repeat the words.

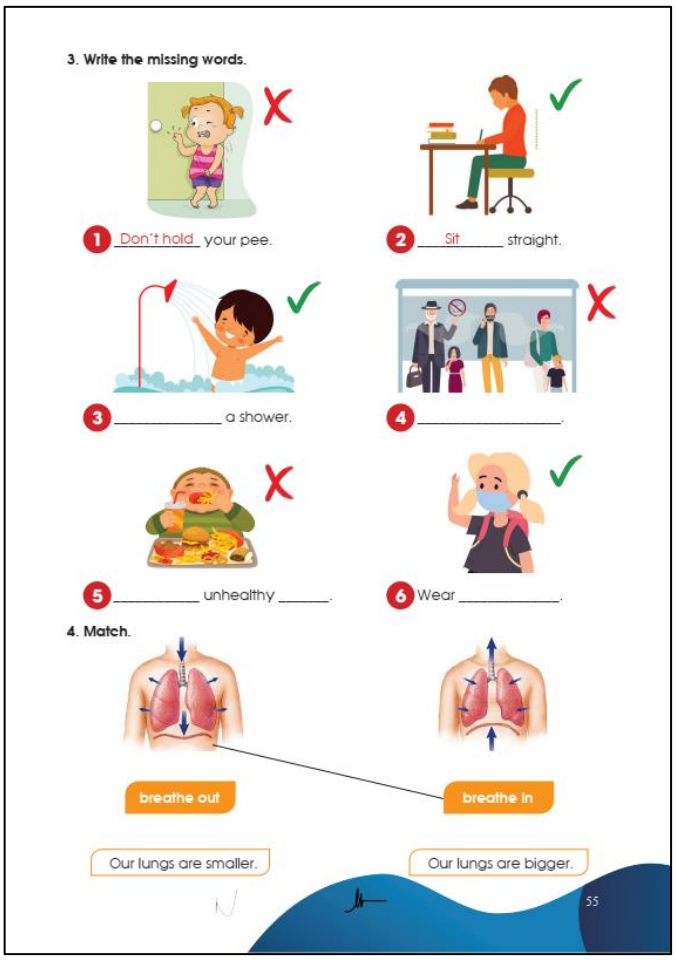
Answer

1. Don't hold your pee.
2. Sit straight.
3. Take a shower.
4. Don't smoke.
5. Don't eat unhealthy food.
6. Wear mask.

Extra practice

Should or shouldn't?

The teacher will give out some phrases from the exercise and ask students to make sentences using "*Should*" or "*Shouldn't*". (For example: We shouldn't smoke.) Repeat the activity, this time, the students will stand up for "Should" actions and sit down for "Shouldn't" actions.



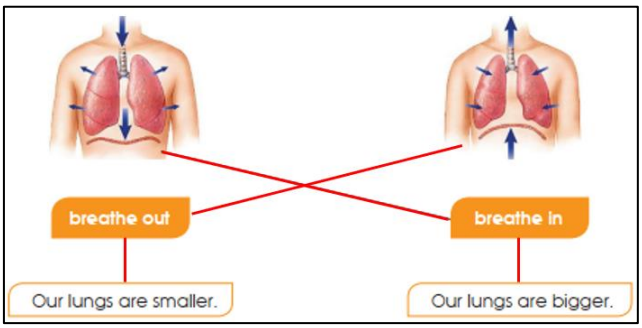
Fast finisher

Teacher points at the pictures and has students say the sentences using "should" or "shouldn't".

4. Match.

- Point at each picture and ask students which one is breathe in and which one is breathe out.
- Have students answer the questions.
- Ask students when will our lungs get bigger or smaller?
- Invite some students to answer the questions.
- Give students time to do the exercise.
- Show the answers and have the class repeat the words.

Answer



UNIT 10: SEASONS AND WEATHER

Lesson 1

OBJECTIVES

Knowledge: Students will be able to
• Recognize different seasons and weather patterns
• Understand how to associate adjectives with different seasons
Vocabulary: *spring, summer, fall, winter*
Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Weather Tic-Tac-Toe: Students play Tic-Tac-Toe by making sentences about different weather conditions using adjectives that use an infinitive clause. In pairs, students take it in turns to pick up an adjective card and choose a weather word from the grid, e.g., *cold/important*. The student then tries to make a sentence using the weather word and adjective with the target structure, e.g., *"When it's cold, it's important to wear warm clothes"*. If the student manages to do this, they mark the square with an O or X. If not, play passes to the other student. The first student to get three squares in a row wins the round and scores a point. Students play several rounds. The student with the most points at the end of the game wins.

LEAD IN

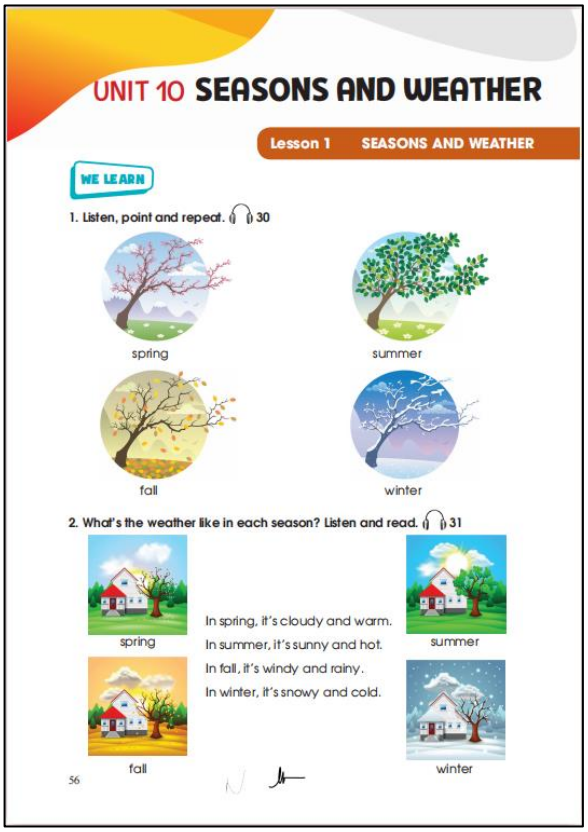
- Show flashcards about parts of the seasons.
- Point at each part and ask what students can see in the flashcards. Focus on the significant features of the season and lead to the season vocabulary.
- Drill students' pronunciation.
- Introduce the lesson: "*Today we're going to learn about seasons and weather".*

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 30

- Show students flashcards/pictures. Play the recording and point to the pictures in time with the audio.
- Play the audio again and ask students to point to the pictures with teacher.
- Pronounce each word and ask the whole class to repeat it. Then point to the words and randomly call some students to repeat.
- Drill students' pronunciation.



Track 30
spring, spring
summer, summer
fall, fall
winter, winter

2. What's the weather like in each season? Listen and read. 31

- Ask students to look at pictures.
- Point to the pictures and ask, *"What season is it?"*.
- Correct students' answers if necessary.
- Review the weather by point at the words.
- Use body language to express feelings, read the word and act at a time.

+ *Warm: embrace yourself and relax.*
+ *Hot: wave your hands toward your face.*
+ *Cold: embrace yourself and shiver.*
+ *Cloudy: point at the clouds in the picture.*
+ *Sunny: point at the sun in the picture.*
+ *Windy: grasp a sheet of paper then blow it.*
+ *Rainy: put your hands on your head.*
+ *Snowy: point at the snow in the picture.*

- Read the vocabulary of weather and have the whole class repeat twice.
- Play the recording the whole through and point at the pictures of seasons.

- Elicit the structure: In the + season, it's + weather and weather.
- Use the back-chaining technique to drill the structure:

+ Spring: cloudy - warm - cloudy and warm — it's cloudy and warm — In the spring, it's cloudy and warm.

+ Summer: sunny - hot - sunny and hot — it's sunny and hot — In the summer, it's sunny and hot.

+ Fall: windy - rainy – windy and rainy — it's windy and rainy — In the fall, it's windy and rainy.

+ Winter: snowy - cold - snowy and cold — it's snowy and cold — In the winter, it's snowy and cold.

- Play the recording again, pause after each sentence and ask the class to repeat.
- Read the sentences and call some students to repeat.
- Point at a picture and ask, *"What is the weather like in + season?"*.
- Guide the class to choose an appropriate sentence to say when they hear the season.
- Check their pronunciation.

Track 31
In spring, it's cloudy and warm.
In summer, it's sunny and hot.
In fall, it's windy and rainy.
In winter, it's snowy and cold.

Extra practice

Sentence scramble

Teacher can divide students into small groups or pairs, or they can work on their own. Teacher come up with a few sentences before class and write the sentence's words on the physical or virtual whiteboard in a random order. The first group or individual student to unscramble the words and read the sentence aloud correctly wins that round.

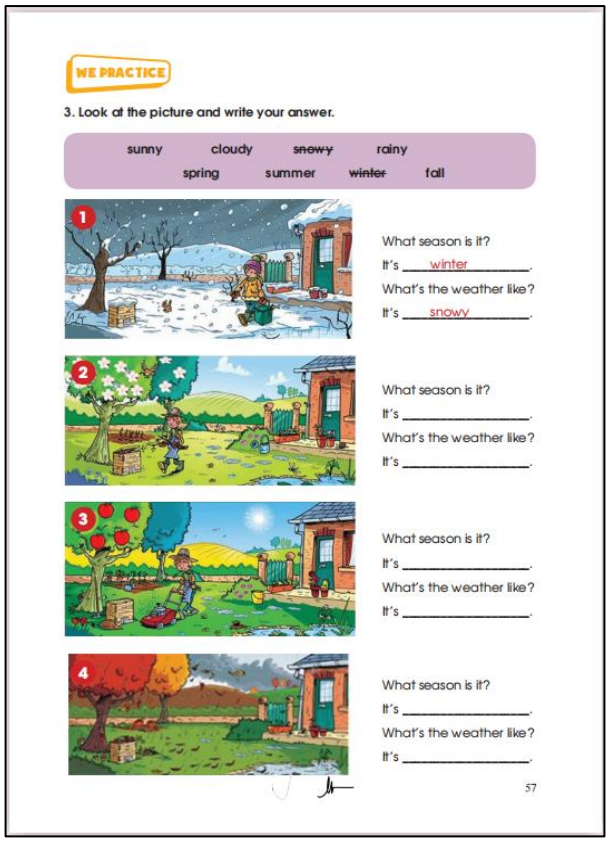
WE PRACTICE

3. Look at the picture and write your answer.

- Show students the pictures.
- Point at the given words in the box, read and have the class repeat twice.
- Point at the first picture and:

+ Ask, *"What season is it?"*.
+ Cross the word *"winter"* then guide students to write it in the blank.
+ Ask, *"What's the weather like?"*.
+ Circle the snow, then cross the word *"snowy"* and let students fill in the blank.

- Do the same for pictures 2, 3, and 4.


WE PRACTICE

3. Look at the picture and write your answer.

sunny cloudy ~~snowy~~ rainy
spring summer ~~winter~~ fall

1 What season is it? It's winter. What's the weather like? It's snowy.

2 What season is it? It's _____. What's the weather like? It's _____.

3 What season is it? It's _____. What's the weather like? It's _____.

4 What season is it? It's _____. What's the weather like? It's _____.

57

- Give students time to do the exercise. Then role-play.

Answer

1. winter, snowy
2. spring, cloudy
3. summer, sunny
4. fall, rainy

Mixed ability

- For weaker students, follow the conversations, ask, and answer the questions. Focus on checking pronunciation and the answers.
- For stronger students, cover the conversation in the right. Look at the words in the box and the pictures. Work in pairs, point to the pictures, ask, and answer. Focus on the fluency of the students.

Fast finishers

The students work in pairs, practice the conversations together.

Extra activity

Hidden door

Divide the class into two teams. Each team will take turns picking a door and filling in the blanks to get points. The team with a higher score will win the game.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
• Review vocabulary about seasons and weather.
• Be confident to talk about the local weather and seasons.
Value: Know the seasons in Viet Nam
Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Lip reading: The teacher says the word silently to the students, exaggerating the movements of the teacher's mouth. The teacher may also like to give small miming of or gestural clues. Ask the students to guess the word. Tell them the word and let them make sentence with it.

LEAD IN

Pictionary: This is a highly popular drawing game that focuses on guessing the hints by drawing rather than acting or writing them out. The game can be played in two different ways. Either member of a team draws until they complete the drawing and guess the answer. Or all the teams can draw at the same time and compete among themselves to answer before the other one. Such an approach makes the game more interesting and enjoyable.

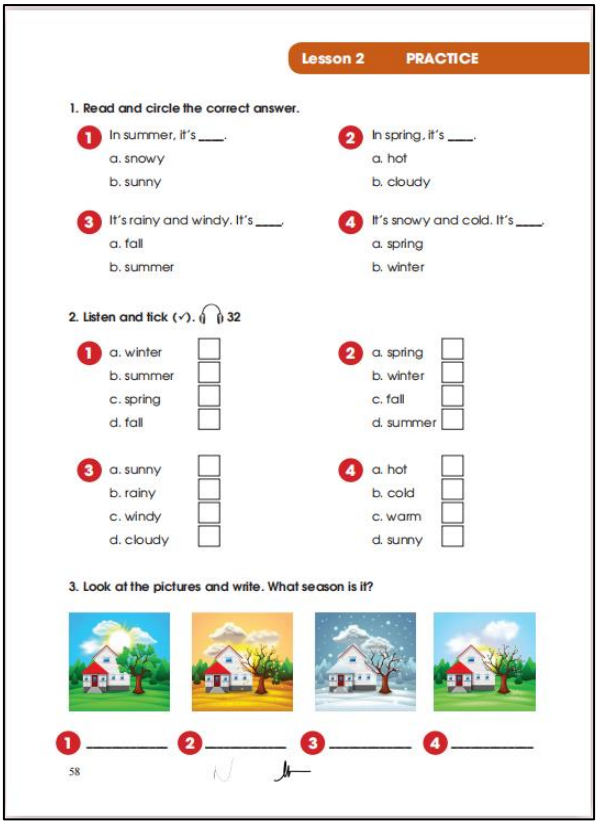
MAIN CONTENT

1. Read and circle the correct answer.

- Ask students look at the exercise.
- Take question 1 as an example:

+ Ask, *"What's the weather like in the summer?".*
+ Prompt students to answer *"B"* or *"sunny".*
+ Repeat the whole sentence.
+ Guide them to circle the correct option.

- Do the same for questions 3, 4, and 5.
- Make sure students circle the correct answer.
- Divide the class into two teams.
- Ask, *"What's the weather like in + season?".*
- Which team has the correct answer faster gets 1 point. Students must answer in full sentences.
- Read and ask them to repeat all the statements twice or three times.
- Check their pronunciation.



Lesson 2 PRACTICE

1. Read and circle the correct answer.

1. In summer, it's ___.
   a. snowy
   b. sunny
2. In spring, it's ___.
   a. hot
   b. cloudy
3. It's rainy and windy. It's ___.
   a. fall
   b. summer
4. It's snowy and cold. It's ___.
   a. spring
   b. winter

2. Listen and tick (✓). 32

1. a. winter ☐ b. summer ☐ c. spring ☐ d. fall ☐
2. a. spring ☐ b. winter ☐ c. fall ☐ d. summer ☐
3. a. sunny ☐ b. rainy ☐ c. windy ☐ d. cloudy ☐
4. a. hot ☐ b. cold ☐ c. warm ☐ d. sunny ☐

3. Look at the pictures and write. What season is it?

1 _____ 2 _____ 3 _____ 4 _____

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Answer

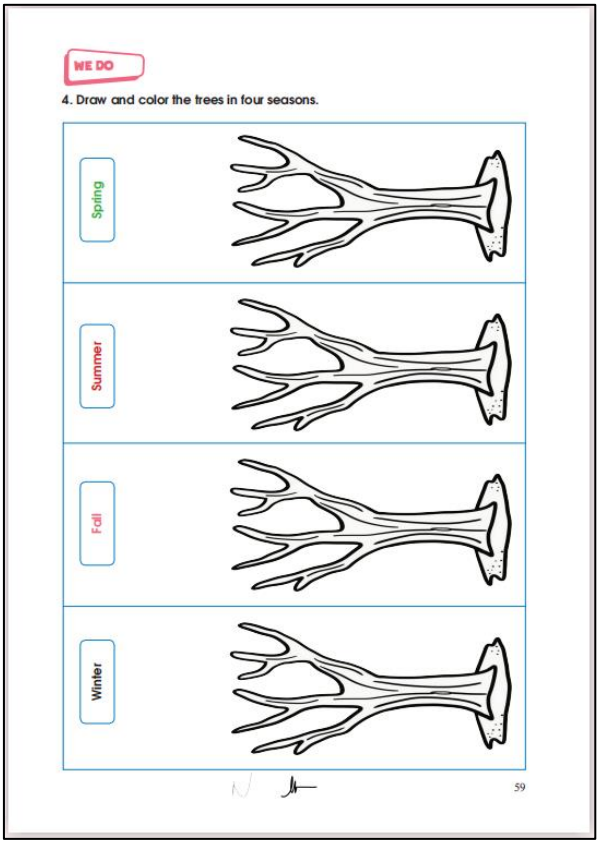
1. b 2. b 3. a 4. b

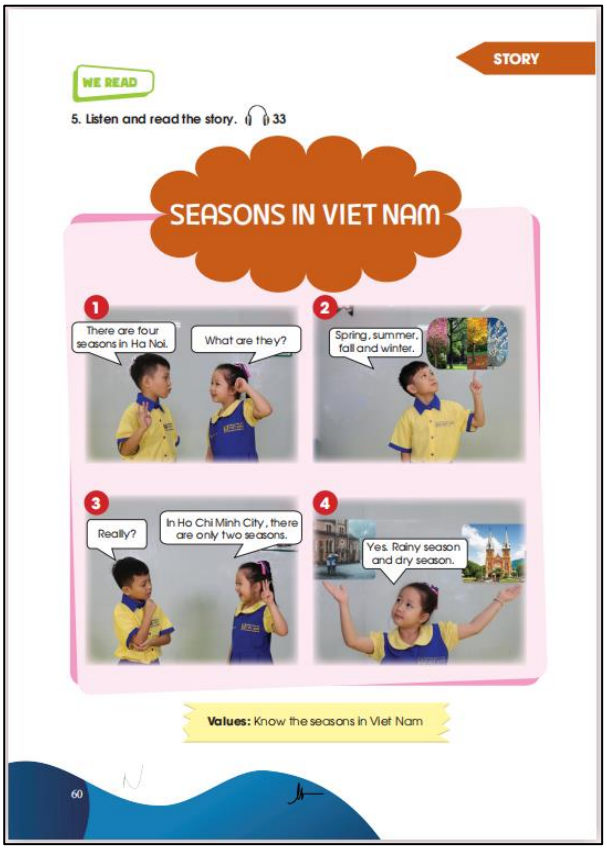
2. Listen and tick. 32

- Ask, *"How many seasons are there?"* and *"What are they?".*
- Choose some students to answer and appraise them.
- Play the recording of question 1 then pause and ask students, *"What season is it?".* Replay if necessary.
- Let the students tick the boxes themselves.
- Have some students give their answers and show the correct ones.
- Play the recording again.

Track 32

1. A: It's so hot.
   B: Yes. It's summer.
   A: I want to go to the beach.
   B: Me too.
2. A: It's cloudy and warm.
   B: There's a lot of flowers in the garden.
   A: Yeah. It's spring.
   B: Let's play in the garden!





Extra practice

Make Words Game

Write a few random letters on the board. Have the students work in pairs/small groups to make up as many words from the letters as possible (try to give letters from three words in exercise 1 and 2). The team with the most words is the winner and wins a prize.

3. Look at the picture and write. What season is it?

- Ask students to look at the pictures.
- Ask them, *"How many pictures are there?"* and *"What are they about?"*.
- Point at the pictures and ask, *"What season is it?"*.
- Have the whole class answer and call some students to spell the word.

Track 32

3. A: Oh! My hat!
   B: Here is your hat!
   A: Thank you! It's so windy.
   B: It's fall.
4. A: Look! It's snowy.
   B: Yes. It's winter.
   A: It's so cold.
   B: We should wear coats.

- Give students 15 seconds to fill in the blank.
- Do the same for pictures 2, 3, and 4.
- Invite 4-5 students to write their answers on the board.
- Correct their answers and show the right ones.
- Point at the picture and say, *"It's + season"* and have the class repeat.

WE DO

4. Draw and color the trees in four seasons.

- Have students look at the pictures of the trees.
- Circle the season word and ask, *"What season is it?"*.
- Ask, *"What color do you want for spring/summer/fall/winter tree?"*.
- Recommend an appropriate color: *"Should I color it + color?"*.
- Signal students to color: *"Now you have 30 seconds to color the tree in spring/summer/fall/winter"*.
- Invite some students to show their work to the class.
- Instruct them to talk about the trees with the structure: *The spring/summer/fall/winter tree is + color*.

Mixed ability

- For weaker students, they can introduce their pictures by saying the seasons and weather in each season.
- For stronger students, they can draw more things in the pictures, such as people's activities, animals, etc. Then work in pairs and talk about their pictures as much as possible.

Fast finishers

Point to the pictures and say what the weather like in each season.

WE READ

5. Listen and read the story. 33

- Have students look at the picture in their books.
- Ask students some questions to recognize the context of the story:

+ How many people are there in the story?
+ Where are they?
+ What are they talking about?

- Ask students to raise hands to answer.
- Play the recording the whole through and ask them to follow the conversation.
- Play the recording again and pause after each sentence for students to repeat.
- Read the sentences and ask the students to repeat it.
- Let students work in pairs. Come to some desks to monitor the students and assist them.
- Ask some pairs of students to come to the board and act out the story.
- Check their pronunciation and intonation.
- Derive the value: *Know the seasons in Viet Nam*.

+ In Ha Noi, there are four seasons: spring, summer, fall, winter.
+ In Ho Chi Minh City, there are two seasons: rainy season and dry season.

Track 33
SEASONS IN VIET NAM
Tim: There are four seasons in Ha Noi.
Mia: What are they?
Tim: Spring, summer, fall and winter.
Mia: In Ho Chi Minh City, there are only two seasons.
Tim: Really?
Mia: Yes. Rainy season and dry season.

UNIT 11: DIRECTIONS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

• Understand the differences of north, east, south, and west.

• Be able to follow directions.

Vocabulary: *north, east, south, west.*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios. …

WARMER

Describe the Place and Guess: One member of each team rolls the dice and moves their counter along the board. The 'Pick up a card' square means one student in the team picks up a card and describes the place to their teammate by completing the three sentences on the card. Their teammate then guesses the place being described. If they succeed, they stay on the square. If not, they move back two squares. The 'Name 2' square means they must name 2 places that fit the description before picking up a card. The first team to reach the 'Finish' square wins.

LEAD IN

- Ask Ss:

"Where is your house?"

"Is it near your school?"

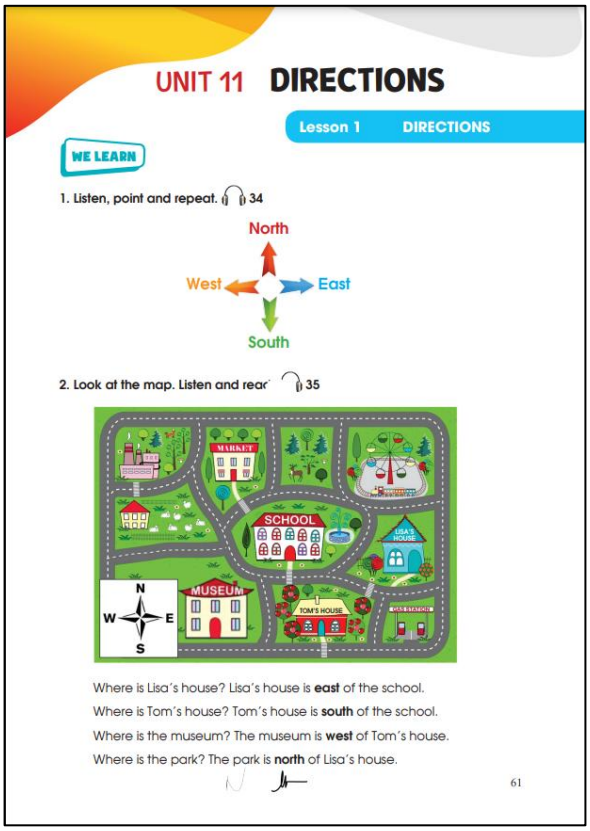
- Check Ss' answers and pronunciation.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 34

- Give Ss time to look at the words and the pictures.
- First point at the flashcards and tell the Ss what they are.
- Play the audio for the first time for Ss to listen to the words.
- Play the audio for the second time, pause at each word, point at the pictures and ask Ss to repeat the words.
- Choose some random Ss to stand up at their places, point at a random picture and ask them:
- "What is this?"
- Listen to their answers, give feedbacks, and check their pronunciation.



Track 34

north, north

east, east

south, south

west, west

2. Look at the map. Listen and read. 35

- Give Ss time to look at the map. T can ask Ss about places in the map.

"Where is it?"

- Listen to their answer, give feedbacks, and check their pronunciation.
- First read the sentences, direct Ss' attention to listen.

- Play the audio for the first time, ask Ss to listen.
- Play the video for the second time, pause at each sentence, and ask Ss to repeat again.
- Invite some Ss to read aloud the sentences.
- Check their pronunciation.

Track 35
Where is Lisa's house? Lisa's house is east of the school.
Where is Tom's house? Tom's house is south of the school.
Where is the museum? The museum is west of Tom's house.
Where is the park? The park is north of Lisa's house.

Fast finishers

Work in pairs. Ask some students to practice asking and answering. They can choose other places in the map to practice.

Extra practice

Have students stand in a circle. Hold a ball or eraser to toss. Ask *"Where's the market?"* Toss the object to a student. Have the student answer, *"The market is west of the fire station"* and toss the ball to another student, and ask that student a new question."

WE PRACTICE

3. Write the missing letters.

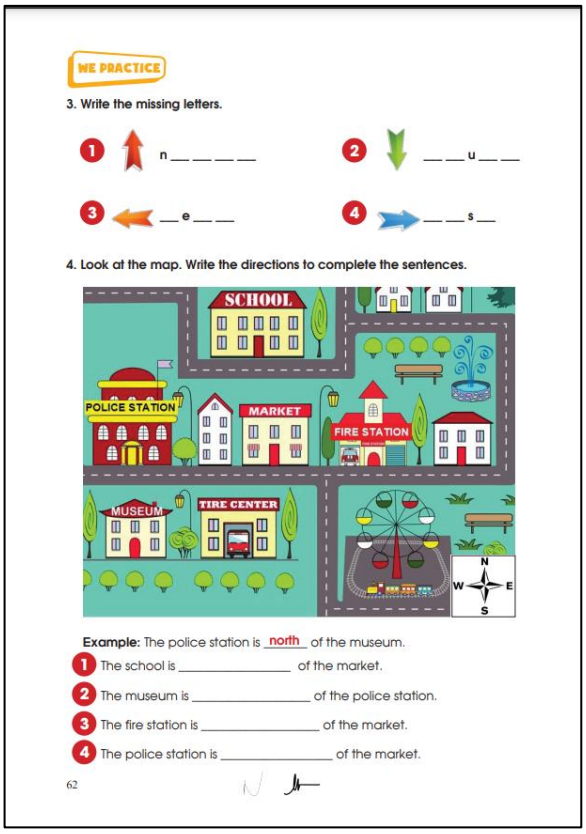
- Hold the flashcards or draw the directions to help Ss review vocabulary.
- Encourage Ss to remember spelling of the words.
- Ask Ss to fill in the blanks with the missing letters.
- Invite some Ss to stand up, point at each direction and ask them to read aloud the words.
- Check Ss' answers and pronunciation.

Answer

1. north
2. south
3. west
4. east

4. Look at the map. Write the directions to complete the sentences.

- Give Ss time to look at the map and some places in the map. Then ask Ss: *"Where is the police station?"*
- Use this procedure to instruct the activity. Let Ss do the activity individually, help Ss if necessary.
- Invite some Ss to go to the board, say the number and ask them to read aloud the sentences.
- Check their answer and pronunciation.



Answer

1. North
2. South
3. East
4. West

Mixed ability

- For weaker students, elicit single-word answers about the direction of directions of each place. Point to a place in the big picture and ask What's this? Elicit the direction and instruct Ss write the answer.
- Elicit phrases and short sentences about other places with directions and have students write the sentences on their notebooks.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

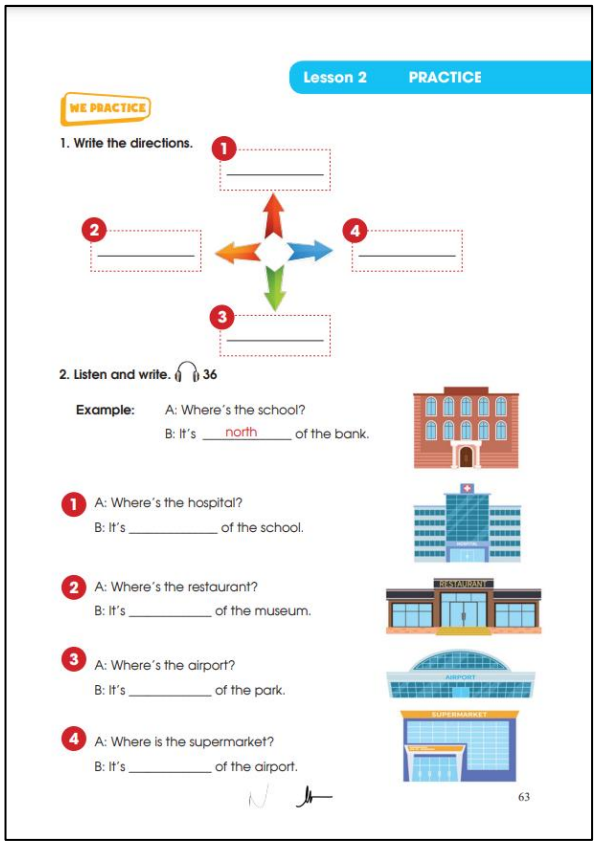
- Review vocabulary about directions.
- Relate these words in daily lives.
- Understand the short story.
- Review and consolidate language introduced in the unit.

Value: Know directions.

Listening: Listen to the directions and the story.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …



WARMER

Giving direction game: Get students to make an obstacle course using items in the classroom. For example: they could use the chairs or desks. In pairs or teams, one student wears a blindfold while their partner gives them directions to get through the course. The fastest team to complete the obstacle course are the winners!

LEAD IN

Guide me: Draw a map of a town, choose a starting point and a destination on the map. In pairs or as a whole class, have Ss provide the directions to the destination to guide you through the map.

MAIN CONTENT

WE PRACTICE

1. Write the directions.

- Hold the flashcards about directions, ask Ss: *"What is this?"*
- Help Ss to recall the spelling of the words.
- Let Ss do the activity individually.
- Invite some Ss to go to the board and give answers.
- Check their answers and pronunciation.

Answer

1. North 2. West
3. South 4. East

2. Listen and write. 36

- Give Ss time to look at the pictures, ask Ss relevant questions about places *"What is it?"*
- Instruct the activity for Ss.
- Invite some Ss to stand up and read aloud the sentences before listening.
- Play the audio for the first time, ask Ss to focus on listening and writing down the answer. (Play the audio again if necessary).
- Read the questions, invite some Ss to stand up and answer the questions.
- Check their answers and pronunciation.

Track 36

1. A: Where's the hospital?
   B: It's south of the school.
2. A: Where's the restaurant?
   B: It's west of the museum.
3. A: Where's the airport?
   B: It's north of the park.
4. A: Where is the supermarket?
   B: It's east of the airport..

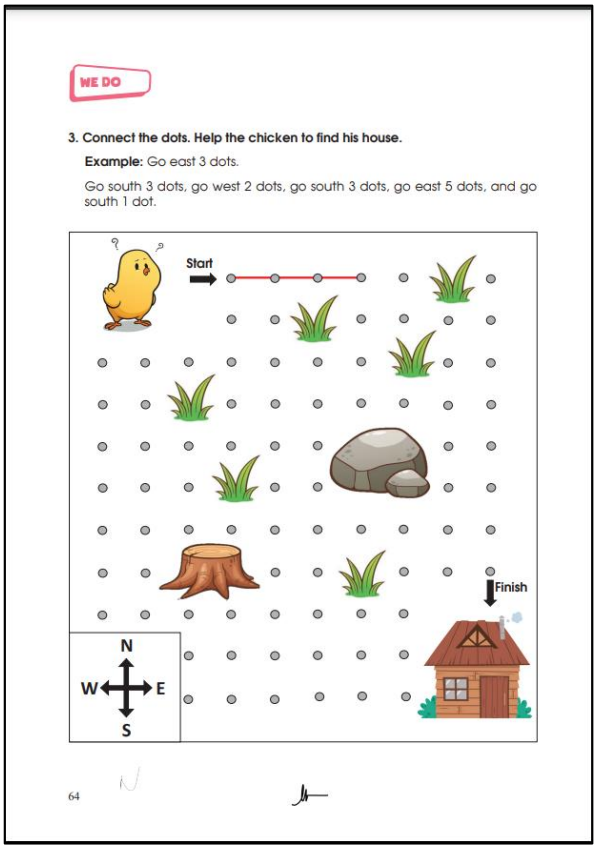
Fast finishers

Work in pairs. Practice the conversations.

WE DO

3. Connect the dots. Help the chicken to find his house.

- First point at the "chicken" and ask Ss: *"What animal is it?", "Is it a land animal or water animal?", "What color is it?"*
- Guide the Ss how to do the activity.



- Demonstrate the example in the book for Ss to follow: "Go east 3 dots".
- Let the Ss do the activity individually.
- Ask some Ss to go to the board, read aloud the sentences about directions to help the chicken go home.
- Check their answers and pronunciation.

Answer

Students come up with their own answers.

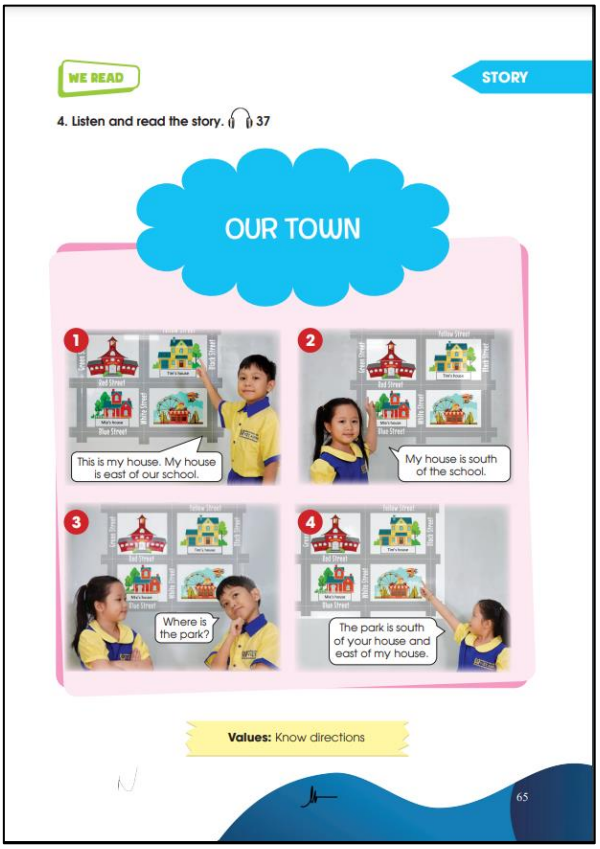
Tips

Students may not tell you when they don't understand the instructions for an activity. This may happen more often when students are working in pairs or groups. Before beginning an activity, take a moment to review the instructions with the class. Then walk around the room to check that students understand by asking individuals to repeat the instructions back to you.

WE READ

4. Listen and read the story. 37

- First point at the pictures and ask them: *"Where is it?", "Where is Tim's house?", "Where is Mia's house?"*
- First read the story for Ss to listen. Ask Ss to point at each sentence in their book.
- Play the audio for the first time.



- Play the audio for the second time, pause at each sentence for Ss to repeat again.
- Have Ss work in pairs. Give Ss help if necessary.
- Invite some pairs to the board, ask the act out the story.
- Check their pronunciation and praise them.
- Then introduce the value *"Know directions"* and give Ss explanation.

Track 37

Story

OUR TOWN

Tim: This is my house. My house is east of our school.
Mia: My house is south of the school.
Tim: Where is the park?
Mia: The park is south of your house and east of my house.
Tim: And dance!

Extra practice

Draw your neighborhood.

Have students draw their neighborhood and present it in front of the whole class using the vocabulary and structures they learned in the unit.

UNIT 12: NATURAL DISASTERS

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Understand natural disasters and weather patterns
- Associate adjectives with different weather patterns

Vocabulary: *storms, floods, droughts, wildfires, strong, heavy, big, rains, winds, fires, and forest*

Listening: Listen to the new words and repeat

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

How much can you remember.

Divide the class into teams. Show flashcards of unit 12 for students to remember. Then hide the flashcard and ask what they can remember form it, or answer the questions related to the flashcards. The students remember the most things can get points.

LEAD IN

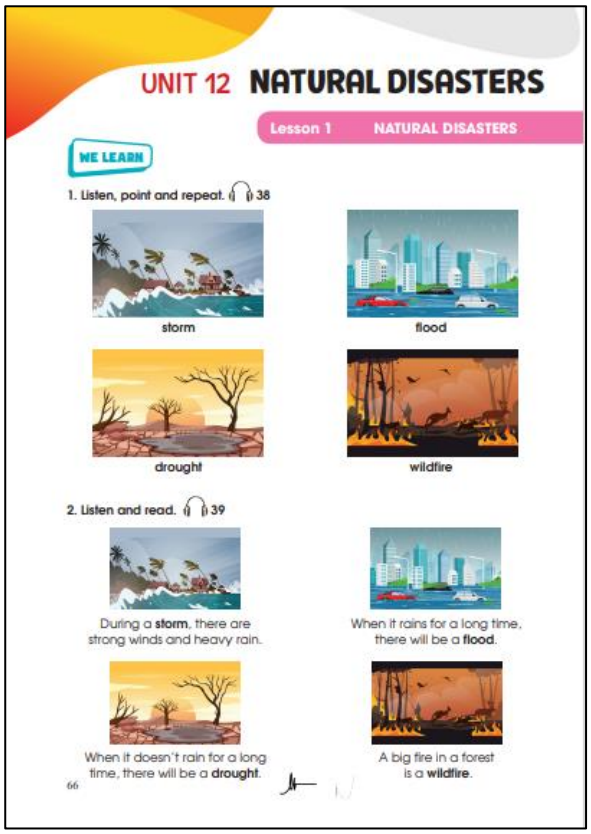
- Elicit the vocabulary, using the weather flashcards. Hold them up one at a time and ask What's the weather like?
- Model any unknown words.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 38

- First point at the "car" "house" and "kangaroo" and ask Students some questions about the pictures, e.g., *"What is this?"; "What color is it?"*
- Listen to their answers and check their pronunciation.
- First point at the flashcards and tell the students what they are.
- Play the audio for the first time for students to listen to the words.
- Play the audio for the second time, pause at each word, point at the pictures, and ask students to repeat the words.
- Choose some random students to stand up at their places, point at a random picture and ask them: *"What is this?"*
- Listen to their answer, give feedback, and check their pronunciation.



Track 38

Storm, flood, drought, wildfire

2. Look and read. 39

- First review the vocabulary for students, point at the flashcards and ask students about each flashcard:
- *"What is this?"*
- Listen to their answer, give feedbacks, and check their pronunciation.
- Point at the pictures, read aloud the sentences, ask students to focus on the sentence in their books.
- Play the audio for the first time.
- Play the audio for the second time, pause at each sentence, ask Students to repeat again.
- Invite some students to stand up and read aloud the sentences.
- Check their pronunciation.

Track 39

During a storm, there are strong winds and heavy rain.

When it rains for a long time, there will be a flood.

Track 39 (cont.)
When it doesn't rain for a long time, there will be a drought.
A big fire in a forest is a wildfire.

Tips

Give multiple examples when presenting a new concept or vocabulary word. For example, if students struggle with the meaning of a new word such as "storm", continue to give images or videos of storm until they see a pattern. This will help them apply the new words or phrases to a variety of situations and contexts.

Extra practice

Play "Whispering"

Divide class into 2 lines. At the end of the line, whisper a short sentence including what students just have learnt to the first student's ears in line.

The first student will continue whisper on ear of the second student, keep doing that to the end. The last student runs to the board and write down the correct sentence can gain a point for their team.

WE PRACTICE

3. Rewrite the words.

- Point at the pictures and ask students about these natural disasters.
- Give students time to review vocabulary and spelling of these words.
- Instruct the activity for students.
- Let the students do the activity individually.

Answer

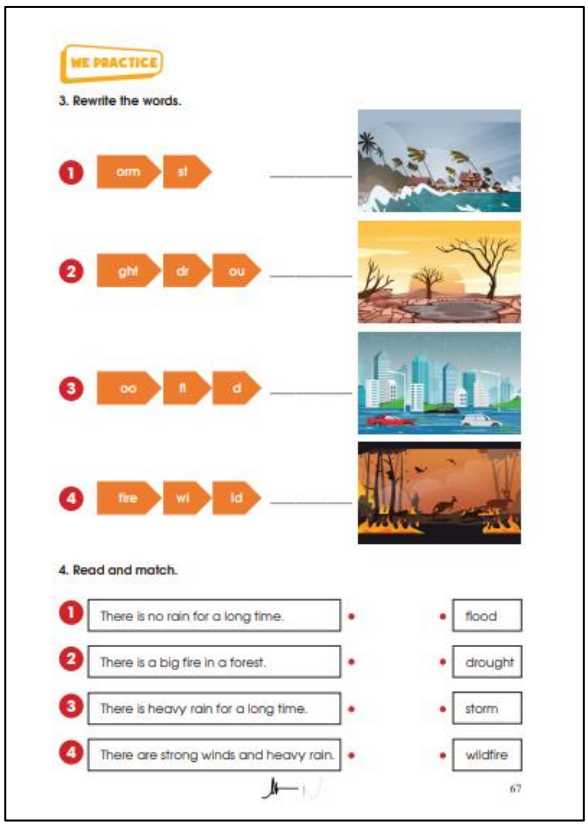
1. storm
2. drought
3. flood
4. wildfire

Fast finishers

For students who complete before the allotted time finishes, ask them to spell the words again.

4. Look and circle the correct answer.

- First read the sentence in each frame, ask students to repeat again.
- Check students' pronunciation.
- Invite some students to read aloud the sentences.



- Instruct the activity for students and let the students do the activity individually.
- Check the answers by inviting some students to go the board, read aloud the sentences and ask them which one they match.

Answer

1. drought
2. wildfire
3. flood
4. storm

Mixed ability

For stronger learners, combine the phrases on the left with the words on the right to make sentences.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to
- Review vocabulary about natural disasters.
- Review and consolidate language introduced in the unit.

Value: Know some natural disasters in Viet Nam
Listening: Listen to the story

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

Backs to the Board Game:

Make two teams and stand one student from each team in front of the board, facing away from it. Place a flashcard picture on the board (e.g., "flood") and the students must explain that word to their team member (e.g., there is heavy rain for a long time). The first student out of the two standing in front of the board to guess the word wins a point for his/her team.

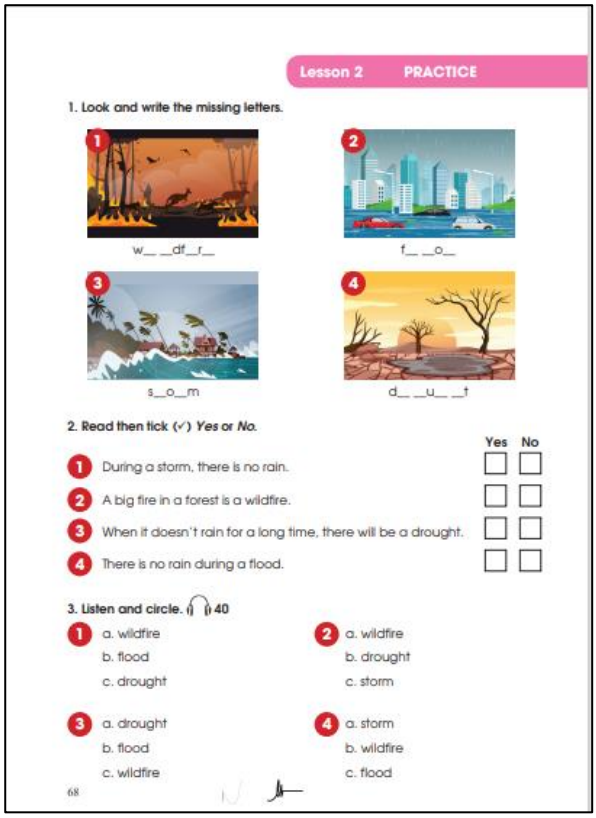
LEAD IN

- Play "What is missing?" game.
- Prepare flashcards *"storm" "flood" "drought" "wildfire"*. For each time, take away one flashcard and ask Ss "What is missing?"
- Listen to their answer and check their pronunciation.
- Lead in the lesson: *"So today we are going to review about natural disasters."*

MAIN CONTENT

1. Look and write the missing letters.

- Hold the flashcards about natural disasters, ask students: *"What is this?"*
- Check their answers and pronunciation.
- Give students to recall the spelling of the words.
- Instruct students the procedure of the activity.
- Let students do the activity individually.
- Invite some Ss to go to the board, ask students: *"What is this?"*
- Check their answers and pronunciation.
- Confirm the correct answers.


Lesson 2 PRACTICE

1. Look and write the missing letters.

1 w__ __df__r__

2 f__ __o__

3 s__o__m

4 d__ __u__ __t

2. Read then tick (✓) *Yes* or *No*.

	Yes	No
1 During a storm, there is no rain.	☐	☐
2 A big fire in a forest is a wildfire.	☐	☐
3 When it doesn't rain for a long time, there will be a drought.	☐	☐
4 There is no rain during a flood.	☐	☐

3. Listen and circle. 40

1 a. wildfire b. flood c. drought

2 a. wildfire b. drought c. storm

3 a. drought b. flood c. wildfire

4 a. storm b. wildfire c. flood

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Answer

1. wildfire
2. flood
3. storm
4. drought

2. Read then tick Yes or No.

- Give students time to look at the sentences in their books.
- First read the sentence for students to listen.
- Invite some students to read the sentences.
- Check their pronunciation.
- Let students do the activity individually.
- Invite some students to go to the board, read the sentences and ask them to give the correct answers.
- Check their answers and give feedbacks.

Answer

1. No
2. Yes
3. Yes
4. No

Fast finishers

For students who complete before the allotted time finishes, ask them to correct the wrong statements.

3. Listen and circle. 40

- First read three words *"wildfire" "flood" "drought"*, ask students to repeat again.
- Teacher can make an example, play the audio for Number 1, ask students which one and then demonstrate the action "circle".
- Continue to play the rest of the audio for Ss to circle the correct answers.
- Play the audio for the second time, pause at each number, and ask students the correct answer, confirm the correct ones if necessary.
- Praise the whole class for completing the activity.

Answer

1. a
2. b
3. b
4. a

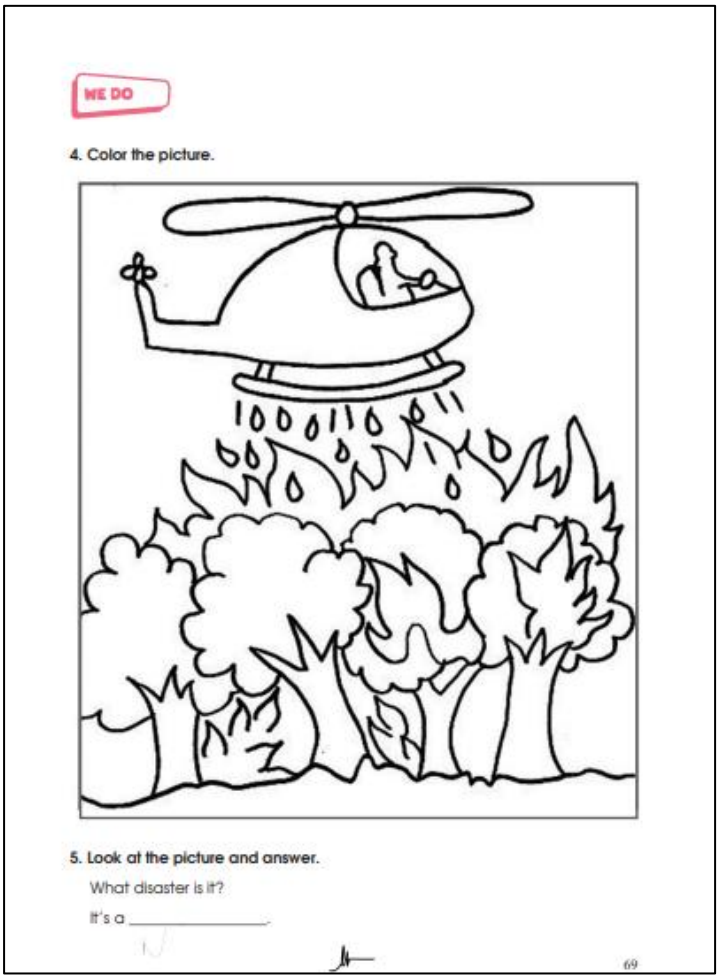
Track 40

1. There's a big fire in a forest.
2. It doesn't rain for long time.
3. It rains for a long time.
4. There are strong winds and heavy rain.

WE DO

4. Color the picture.

- Hold the flashcards of "wildfire", ask students about the colors they can see in the picture: *"What color can you see?"*
  (Encourage them to say in a full sentence: I can see…)
- Listen to their answers and check their pronunciation.
- Check their understanding about colors by asking them to raise the colors: *"Can you raise …"*
- *(In case they do not have the suitable colors, ask them to borrow their classmates.)*
- Guide the activity for students to follow.


WE DO

4. Color the picture.

5. Look at the picture and answer.

What disaster is it?

It's a _____.

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- Let the Ss to color their pictures, assist students if necessary.

5. Look at the picture and answer.

- Point to the pictures and make some Yes/No questions: *"Is it a flood?"*; *"Is it a storm?"*; *"Is it a drought?"*
- Then continue to ask them: *"So what disaster is it?"*
- Check their answers and pronunciation.
- Instruct students to fill in the blanks, make sure that the teacher give students time to remember the spelling of the words.
- Read the questions one more time, wait for students to answer. Confirm the correct answer if necessary.

Answer: It's a wildfire.

WE PRACTICE

6. Listen and read the story. 41

- First activate students' knowledge about natural disasters in Vietnam, ask them:
  "Are there floods in Vietnam?"

  "Are there storms in Vietnam?"
- Check their pronunciation and answers.
- First read the story for students to listen. Ask students to point at each sentence in their book.
- Play the audio for the first time.
- Play the audio for the second time, pause at each sentence for students to repeat again.
- Have students work in pairs. Walk around the class to monitor the activity, give students help if necessary.
- Invite some pairs to the board, ask the act out the story.
- Check their pronunciation and praise them.
- Then introduce the value *"Know some natural disasters in Vietnam"* and give Ss explanation.

Track 41
NATURAL DISASTERS IN VIET NAM
Mia: Do you know any natural disasters in Viet Nam?
Tim: Yes.
Tim: Flood, drought, wildfire and...
Mia: And storm.
Tim: You're right!
Tim: And dance!

Mixed ability

- For weaker students, require them to practice the conversation, and have them focus on pronunciation of words.
- Let the stronger students work in pairs. Talk about what students usually do and wear when there is natural disaster, what they should and shouldn't do.

Extra practice

Play "A plan for disaster."

- Your students can follow these step-by-step instructions to develop emergency plans and get reading comprehension practice at the same time, but your students will have to do a little research, too, to complete their family disaster plans.

Either in groups or individually, students should make a list of the possible emergency situations that could happen in your community. After making the list, have pairs of student's research how to handle each of these specific emergencies before writing their plans. Finally, have each student write out his family plan with the help of his parents and siblings.

REVIEW 4

OBJECTIVES

Knowledge: Students will be able to

- Review vocabulary about seasons, weather, directions, and natural disasters.
- Review how to read a map.
- Understand prepositions.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, …

WARMER

What's the picture: The teacher invites a student to come to the board. Teacher whispers the name of a word for that student to hear. Then, he/she will draw the picture of that word on the board for the rest of the class to guess what it is. The first student to get the correct answer will come to the board and draw the next picture. Repeat until all the words have been used.

LEAD IN

- Teacher uses flashcards from 3 units to review the vocabulary.
- Teacher sticks all the flashcards on the board and point at each card one by one for students to read out loud the words.
- Invite some students to stand up and read out loud the words as the teacher points at the words randomly.

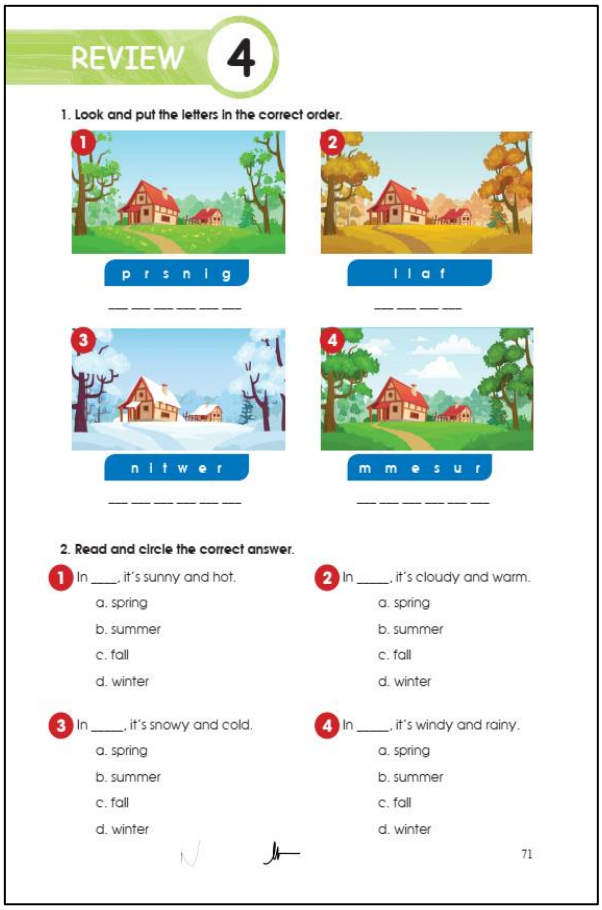
MAIN CONTENT

1. Look and put the letters in the correct order.

- Ask the students to name 4 seasons of the year and spell them out.
- Point at each picture and ask students: *"What season is this?"*.
- Invite some students to stand up and answer the questions, ask them to spell the words and go to the board and write the words.
- Point at random pictures and have students read out loud the words.
- Give students 3 minutes to do the exercise.
- Show the answers and have students repeat the words.

Answer

1. spring
2. fall
3. winter
4. summer



2. Read and circle the correct answer.

- Ask students questions in the exercise: "In which season, it's sunny and hot?".
- Invite some students to answer the questions.
- Correct the answers and guide the students to circle the word summer.
- Give students time to do the exercise.

Answer

1. B 2. C 3. D 4. A

Extra practice

I Spy

The teacher will lay flashcards on the floor and give clues about one flashcard for the learners to find out. For example: "I spy the word spring.". Then, the students quickly find the flashcard containing the word and make sentence with it. The student with the correct answer will get 1 point. The student with the highest score will be the winner. The teacher should check students' pronunciation while playing the game.

3. Look at the map and write the answers.

- Tell students to focus on the pictures and give out the number as well as the name of the buildings.
- Have students stand out and answer the questions while pointing at the correct building.
- Point at each building and have students read out loud the name of the buildings.
- Read the questions one by one for the students to answer in one-word together.
- Call some students to stand up and answer the questions.
- Give students time to fill in the blanks.
- Show the correct answers and have students practice the sentences in pairs.
- Check students' pronunciation if necessary.

Answer

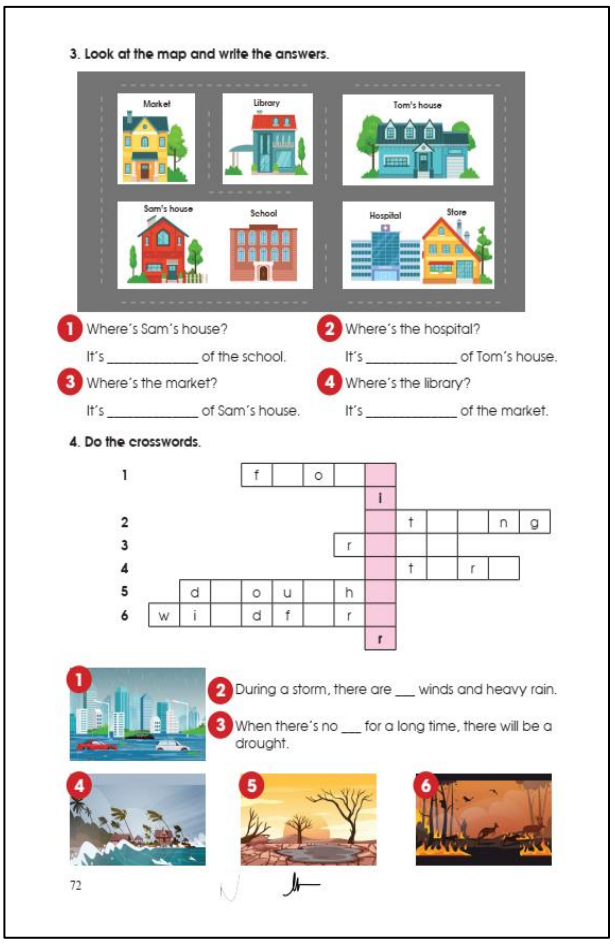
1. It's **west** of the school.
2. It's **south** of Tom's house.
3. It's **north** of Sam's house.
4. It's **east** of the market.

Fast finisher

Tell students to imagine that their houses are on the map. Ask them to draw their house anywhere in the map. Then, ask students to work in pairs asking and answering where their houses are. For example: Student A: "Where is your house?", student B: "My house is west of the market.".

4. Do the crosswords.

- Draw students' attention to the crosswords and the pictures in the books.
- Point at each picture and ask students to say the answers for every natural disaster that appears in the pictures.
- Invite some students to stand up, say and spell the word for each picture.
- The teacher points randomly at the pictures and have students read out loud the words.
- Instruct the students to write the correct words for the corresponding pictures in the crosswords.
- Give students time to do the exercise.
- Walk around the classroom to check students' progress and provide any help if necessary.
- Ask some students to stand up and read out loud their answers and spell out the words for the pictures.
- Show the correct answers and have the class repeat all the words in the crosswords.
- Check students' pronunciation if necessary.



Answer

1. flood
2. strong
3. rain
4. storm
5. drought
6. wildfire

Mixed ability

- For weaker class: The teacher will display 10 different flashcards on the board and number them from 1 to 10. Point at each word and read out loud for students to listen and repeat. Then, say any words in the flashcards for the students to say the number of the words in the flashcards.
- For stronger class: Stick 10 different flashcards on the board and number them from 1 to 10. Say any words for the students to repeat. Have students practice the exercise in pairs. Ask the students to make a small conversation with the words in the flashcards. For example: Student A: "What will happen when there is no rain for a long time?", student B: "There will be a drought.". The teacher should walk around the class to give further instructions if students have any problems practicing the activity.