Week: 30 Date of planning: 6/4/2024

Period: 117,118,119,120 Date of teaching: 8-12/4/2024

**UNIT 18: AT THE SHOPPING CENTRE**

(Periods)

**I.Objective:**

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

**1. Knowledge:**

- use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;

- use *Where’s the bookshop?* – *It’s .* to ask and answer questions about locations;

-listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”; read and write about locations;

– use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;

– use *How much is the \_\_\_\_? – It’s \_\_\_\_.* to ask and answer questions about prices;

– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;

– read and write about locations and prices;

- use *How much is the ?* – *It’s .* to ask and answer questions about prices;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”;

- read and write about locations and prices

- use *How much is the ?* – *It’s .* to ask and answer questions about prices;

dictate some sentences about prices (e.g. *How much is the skirt?* – *It’s fifty thousand dong*.) and ask pupils to write them down. Let them work in pairs or groups to correct each other’s work.

- correctly pronounce the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop.;*

– use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”;

– use *Where’s the bookshop? – It’s \_\_\_\_.* to ask and answer questions about locations.

– listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the shopping centre”

**2**. **Competences:**

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

- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Use appropriate gestures and intonation when talking about locations of some places in a shopping center.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV.

2. Student’s preparation: Students’ aids: books, notebooks

**III. Procedures:**

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| **Teaching and learning activities** | **Classroom management** |
| **Week 30. Period 117. Lesson 1 (1,2,3)**  **1.Warm up:** 5 minutes  Greet the class.  Say the chant on page 50  - Ask pupils to open their books at page 50 and look at Activity 3.  - Play game: Who’s faster  **2.New Lesson:**  **Activity 1. Listen and number.**  5 minutes  **Goal:** To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops at the shopping centre.  **-**Ask pupils to look at Pictures **a** and **b**, and identify the characters in the pictures. Encourage pupils to talk about details in the backgrounds of the pictures.  **-**Ask pupils to look at Picture **a**. Play the recording for them to listen to the conversation a few times.  **-**Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **-**Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary. Draw pupils’ attention to the question *Where’s the bakery, please?* and the answer *It’s near the gift shop.* Tell pupils that they are used to ask and answer questions about locations.  **Activity 2. Look, complete and read.**  10 minutes  **Goal:** - To correctly say the words and use *Where’s the bookshop? – It’s \_\_\_\_\_.*  - To ask and answer questions about locations of a bookshop.  **-**Have pupils point at Picture **a**, listen to the recording and repeat the word *near*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times and correct their pronunciation where necessary.  **-**Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times (*Where's the bookshop? – It's near the bakery.*). Repeat the same procedure with Pictures **b**, **c** and **d**.  **-**Divide the class into two groups to take turns repeating the question and the answer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.  **-**Have pairs practise asking and answering the questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.  **Activity 3. Let’s play.** 8 minutes  **Goal:** To enhance the correct use of Where’s the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions  about locations in a freer context.  **-**Draw pupils’ attention to the picture and elicit the words or phrases to describe locations.  **-**Elicit the missing word in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation: *Where’s the bakery?* – *It’s near the bookshop.* Get pupils to repeat the question and answer several times.  **-**Have pairs practise asking and answering questions about the locations of the shops in the picture. Go around the classroom to observe and provide help.  **-**Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.  **Game: Lucky number**  - Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points.  - The group with more points at the end of the game will be the winner.  - Praise the winner, encourage the other team.  **3.Wrap up:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Preparation for the project:** Ask pupils to prepare for the project on page 57 by making a shopping list as homework so that they can give a short presentation in front of the class at Project time in Lesson 3, Activity 6.  \*Homelink:  -Learn by heart vocabulary and sentence patterns.  -Do exercises in the work book.  -Prepare Lesson1/ P4,5,6.  **Week 30. Period 118. Lesson 1 (4,5,6)**  **1.Warm up**  Greet the class.  **Game: Lucky number** - Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points. - The group with more points at the end of the game will be the winner. - Praise the winner, encourage the other team.  **2.New Lesson:**  **Activity 1. Listen and tick.**  5 minutes  **Goal:** To listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures.  **-**Have pupils look at Activity **4**. Ask them *How many pairs of pictures are there?* and *What can you see in each picture?* Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.  **-**Have pupils look at Pictures **1a** and **1b**. Get them to talk about the differences between the two pictures. Play the recording of the first dialogue. Then play the recording again for pupils to listen and tick the correct picture.  **-**Repeat **Step 2** with Pictures **2a** and **2b**. Have pupils swap their books with a partner and check the answers. Correct the answers as a class. **Extension:** If there is enough time, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation if necessary.  **Key: 1.** a **2.** B  **-**Ask pupils to look at the pictures and identify the locations of shops in them.  **-**Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences. Encourage pupils to guess the missing words.  **-**Model Exchange **1**. Have them look at the picture and identify the location. Have pupils look at the in the answer (*near*). Then have them complete the gap with the word (*near*). Repeat the same procedure with Pictures **2**, **3** and **4**.  **-**Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud. Check their answers, and give corrections and feedback where necessary.  **Key: 1.** near **2.** between **3.** bookshop; opposite **4.** Where’s; behind  **Activity 3. Let’s play.** 8 minutes  **Goal:** To complete four gapped exchanges about locations with the help of picture cues.  **-**Have pupils read the lyrics to familiarize themselves with the questions and answers. Check comprehension and give feedback.  **-**Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody.  **-**Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions.  **-**When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping their hands.  Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.  Game: Look and choose!  Divide the class into teams. Each team will place a question with an image and a color.  The teacher will open the corresponding box.  **3.Wrap up:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Home link**  Prepare lesson 2 part 1,2,3 page 54  **Week 30. Period 119. Lesson 2 (1,2,3)**  **Warm up:** 5 minutes  Greet the class.  - Play game: Pass the ball  **A. PRESENTATION:**  **Activity 1. Look, listen and repeat. ( 8 minutes)**  **Goal:** To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about prices.  **-**Ask pupils to look at Pictures a and b, and identify the characters in the pictures. Ask them to tell what they can see in the backgrounds of the pictures.  **-**Ask pupils to look at Picture a. Play the recording for them to listen to the conversation a few times.  **-**Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  **-**Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.  Draw pupils’ attention to the questions How much is the T-shirt? and How much is the skirt? and the answers It’s sixty thousand dong. and It’s seventy thousand dong. Tell pupils that they are used to ask and answer questions about prices.  **B. PRACTICE**  **Activity 2. Listen, point and say.**  **Goal:** To correctly say the words and phrases and use How much is the\_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices.  **-**Have pupils point at Picture a, listen to the recording and repeat the word and phrase pen / twenty thousand dong. Repeat the same procedure with Pictures b, c and d. Have the class repeat the words and phrases a few times.  **-**Point at the speech bubbles and Picture a again and have pupils listen to and repeat after the recording (How much is the pen? – It’s twenty thousand dong.). Have the class repeat the question and answer a few times. Repeat the same procedure with Pictures b, c and d.  **-**Divide the class into two groups to take turns repeating the questions and the answers until they feel confident.  **-**Have pairs practise asking and answering the questions and answers with the pictures. Then, invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.  **C. PRODUCTION**  **Activity 3. Let’s talk. (8 minutes)**  **Goal:** To enhance the correct use of How much is the \_\_\_\_\_? – It’s \_\_\_\_\_. to ask and answer questions about prices in a freer context.  **-**Draw pupils’ attention to the picture and elicit the words or phrases used to describe prices.  **-**Elicit the missing words in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation, e.g. How much is the T-shirt? – It’s fifty thousand dong. Get pupils to repeat the question and the answer several times.  **-**Have pairs practise asking and answering the questions about the prices of the items in the picture. Go around the classroom to observe and provide help.  **-**Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.  **Fun corner and wrap up**: ( 5 minutes)  **Play the Let’s go shopping game (PPT)**  - Divide the class into 2 teams.  - Pupils from each team choose an object they want to buy, then answer the question. If the pupils answer correctly, they get the points (coins) for that question to buy that object.  - After 6 numbers, the team with the most points is the winner.  **Wrap up:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”)  **Homelink:** -Learn by heart vocabulary and sentence patterns  -Prepare Lesson2/ P4,5,6.  **Week 30. Period 120. Lesson 2 (4,5,6)**  **1.Warm up:** 5 minutes  Greet the class.  Say the chant on page 50  - Play game: What’s missing?  **2.New Lesson:**  To listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures.  **-**Have pupils look at Activity **4**.  Ask them *How many pictures are there?* and *What can you see in each picture?*  Draw pupils’ attention to the boxes in the corners of the pictures.  Check their comprehension.  **-**Play the recording of the first dialogue. Tell pupils that they will need to listen for the items and the prices. Have pupils identify the correct picture and write the number in the box (1.c). Play the recording again for pupils to listen and do the task. Repeat the same procedure with the other dialogues.  **-**Have pupils swap their books with a partner and check the answers. Check answers as a class.  Extension: If there is enough time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.  **Activity 2. Look, complete and read.**  10 minutes  **Goal:** To complete two gapped dialogues about prices with the help of picture cues.  **-**Have pupils look at the picture in Question **1** and prompt them to ask and answer questions about the items and their prices.  **-**Give pupils one to two minutes to complete the gaps in Dialogue **1**, then have them compare their answers in pairs. Monitor and help where necessary.  **-**Go through the answers with the class. Ask some pairs to read the dialogue aloud.  **-**Repeat the same procedure with Question **2**. Encourage pupils to make use of the picture cues to fill the gaps.  **Activity 3. Let’s play.** 8 minutes  **Goal:** To review the words for prices and items at the shopping centre by playing the game *Guess the price!*  **-**Tell pupils that they are going to guess the prices of some items as quickly as possible. There will be clues to help them guess.  **-**Put a picture card (for example, of a school bag) on the board. Write a price range as a clue to help pupils guess the price (e.g. 50.000đ – 60.000đ). Write the correct price on a piece of paper (e.g. 55.000đ). Ask *How much is the school bag?* Invite some pupils to guess the correct price. If anyone guesses correctly, show the class the piece of paper. Ask the class to read the price.  **-**Play the game several times with different items.  **Fun Game:**  Divide the class into 2 teams: Boys and Girls  Pupils take turns to answer the questions.  If they have the correct answers they get the points for their teams. If the answer is not correct, the other team answers.  **3.Wrap up:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Week 31. Period 121. Lesson 3 (1,2,3)**  **1.Warm up:** 5 minutes  Greet the class.  Play game: Spin the hand  **2.New Lesson:**  **Activity 1. Listen and number.**  5 minutes  **Goal:** – To correctly repeat the two-syllable words be'hind and be'tween with the stress on the second syllable in isolation and in the sentences The bakery is be'hind the bookshop. and The bakery is be'tween the bookshop and the sports shop. with the correct pronunciation and intonation.  **-**Ask pupils to look at Pictures **a** and **b**, and identify the characters in the pictures. Encourage pupils to talk about details in the backgrounds of the pictures.  **-**Ask pupils to look at Picture **a**. Play the recording for them to listen to the conversation a few times.  **-**Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **-**Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary. Draw pupils’ attention to the question *Where’s the bakery, please?* and the answer *It’s near the gift shop.* Tell pupils that they are used to ask and answer questions about locations.  **Activity 2. Look, complete and read.**  10 minutes  **Goal:** To identify the target words behind and between while listening.  **-**Have pupils point at Picture **a**, listen to the recording and repeat the word *near*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times and correct their pronunciation where necessary.  **-**Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times (*Where's the bookshop? – It's near the bakery.*). Repeat the same procedure with Pictures **b**, **c** and **d**.  **-**Divide the class into two groups to take turns repeating the question and the answer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.  **-**Have pairs practise asking and answering the questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.  **Activity 3. Let’s play.** 8 minutes  **Goal:** To say the chant about locations with the correct pronunciation, word stress and rhythm.  **-**Draw pupils’ attention to the picture and elicit the words or phrases to describe locations.  **-**Elicit the missing word in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation: *Where’s the bakery?* – *It’s near the bookshop.* Get pupils to repeat the question and answer several times.  **-**Have pairs practise asking and answering questions about the locations of the shops in the picture. Go around the classroom to observe and provide help.  **-**Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.  **Game: Lucky number**  - Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points.  - The group with more points at the end of the game will be the winner.  - Praise the winner, encourage the other team.  **3.Wrap up:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Homelink:**  -Prepare Lesson3/ P456.  **Week 31. Period 122. Lesson 3 (4,5,6)**  **1.Warm up:** 5 minutes  Greet the class.  **Chant and do activities**  - Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 56.  - Give points to the groups and encourage them.  **2.New Lesson:**  **Activity 4. Read and complete.**  5 minutes  **Goal:** To read a paragraph and complete a table of information about locations and prices.  **-**Have pupils look at the table of gapped information and guess what the missing information is, and what the paragraph is about. Encourage pupils to talk about their guesses.  **-**Ask pupils to read through the paragraph once or twice.  **-**Ask pupils to look at the first gap in the table and encourage them to make a question for it (e.g. What is at the bookshop?). Help pupils find out the correct answer (book). Repeat the same procedure with the other gaps. Allow pupils to do the activity independently. Go around the classroom and offer help where necessary.  **-**Have pupils swap their books with a partner and check the answers. Select a few pupils to read their answers in front of the class. Check their answers. Give corrections and feedback where necessary.  **Activity 2. Let’s write.**  10 minutes  **Goal:** To write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.  **-**Ask pupils to read the title, the given sentence and the questions, then look at the picture to get ideas for their writing.  **-**First, have pupils read the guiding sentence. Then ask them to look at the picture to write a sentence about the location of the clothes shop. Next, let them write the answer to the question about the price of the skirt. After that, let them write sentences about the gift shop and the price of the pen.  **-**Set a time limit for pupils to write the paragraph independently. Go around the classroom and offer help where necessary.  **-**Get pupils to swap books with their partners and check their answers in pairs or groups before checking as a class.  **Activity 3. Project.** 8 minutes  **Goal:** To make a shopping list and talk about the locations and prices of certain items in front of the class.  **-**Explain that pupils are going to talk about the shopping list that they have made at home. Say that they need to talk about the items on the list and their prices. Encourage them to talk about the shops where they can buy those items.  **-**Have pupils show their shopping lists to their partner. Revise some words and sentence patterns that pupils need for their presentations. Give pupils some time to practise their presentations by themselves and in groups. Go around the classroom to monitor and offer support.  **-**Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.  **play the Lucky Number game (PPT)**  - Divide the class into 2 teams.  - Pupils from each team choose a number, then answer the question. If the pupils answer correctly, they get the points for that question.  - After 10 numbers, the team with the most points is the winner.  **3.Wrap up:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic “At the shopping centre”)  **Homelink:**  -Prepare unit 19. | Whole class/ Individual work   Group work  Whole class  Individual work  Individual work  Whole class  Pair work  Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Group work  Pair work  Whole class  Pair work  Pair work  Whole class  Group work    Whole class  Whole class  Whole class/ Individual work  Group work  Whole class/ Individual work  Individual work  Whole class  Pair work  Individual work  Whole class/ Individual work  Pair work  Group work  Whole class  Pair work  Group work  Whole class/ Individual work  Whole class  Whole class  Individual work  Whole class/  Individual work  Individual work  Whole class  Pair work  Individual work  Whole class/ Individual work  Whole class/ Individual work  Group work  Pair work  Whole class/ Individual work  Pair work  Pair work  Group work  Whole class  Whole class  .  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Individual work  Whole class  Pairwork  Individual work  Whole class/ Individual work  Group work  Pair work  Group work  Group work  Whole class  Individual work  Whole class/ Individual work  Group work  Whole class  Whole class/ Individual work  Pair work  Individual work  Whole class/ Pair work  Individual work  Group work  Pair work  Whole class/ Individual work  Group work  Pair work  Group work  Group work  Whole class  Individual work  Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Individual work  Individual work  Whole class  Pair work  Individual work  Whole class/ Individual work  Group work  Group work  Individual work  Whole class |

**Comments:**

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