

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

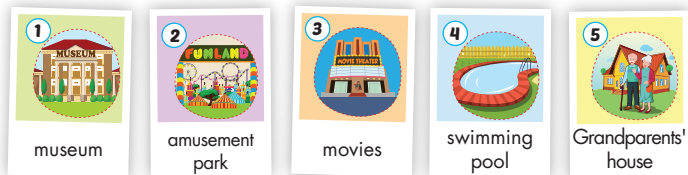
Vocabulary:

museum, amusement park, movies, swimming pool, Grandparents' house

Structure:

Where are you going to go?
I'm going to go to the/my _____.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 93

1. M: Museum.
2. M: Amusement park.
3. M: Movies.
4. M: Swimming pool.
5. M: Grandparents' house.

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

B 1. Listen and read.



1. Introduce the situation "The children talk about their school break".
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and draw lines.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

STRUCTURE

Where are you going to go?
I'm going to go to the movies.

Track 96

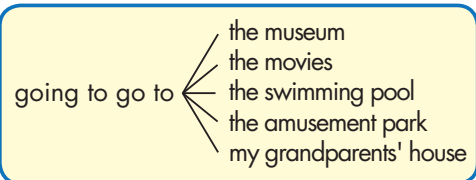
B: Where are you going to go?
G: I'm going to go to the movies.

Track 94-95

Narrator: The children talk about their school break...

Narrator: Look at the pictures. Listen. There is one example.


1. Jane: Wow, I'm so excited for school break!
Lucy: Me too! Where are you going to go?
Jane: I'm going to go to the museum! It's going to be fun!
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. Lucy: That sounds great. Where are you going to go, Mai?
Mai: I'm going to go to the swimming pool with my family!
Lucy: Oh, wow!
3. Lucy: What about you Jim? Where are you going to go?
Jim: I'm going to my grandparents' house! My grandma is a great cook.
Lucy: Mmm, sounds yummy.
4. Lucy: What about you, Bill?
Bill: I'm going to go to the movies. Where are you going to go, Lucy?
Lucy: I don't know. My dad says it's a surprise. Bye!
(SOUND OF DOOR CLOSING)
Sam: Kids!
KIDS: Yes, Dad? (SOUND SURPRISED)
Sam: Surprise!! We're going to go to PIRATE KINGDOM amusement park!
KIDS: YAY!



C Listen. Sing along. 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.



Track 97 
Where are you going to go?
I'm going to go to the museum.

4. Divide the class into two groups. Group A: sing the questions; Group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 98 
B: Where are you going to go?
G: Where are you going to go?
M: Where are you going to go?

PRONUNCIATION TIP 
 "Where are you going to go?" 
 "Wareyagonnago"

D Point, ask and answer.

Where are you going to go? I'm going to go to the museum.



Practice.

1. T: I say "you". You say, "Where are you going to go?"
 T: I say "we". You say, "Where are we going to go?" OK
 T: you
 Class: Where are you going to go?
 T: we
 Class: Where are we going to go?
2. Divide the class into group A and group B.
 T: I say "you/the museum".
 Group A, you say, "Where are you going to go?"
 Group B, you say, "I'm going to go to the museum."

T: I say, "we/visit my grandparents".
 Group A, you say, "Where are we going to go?"
 Group B, you say, "We're going to visit my grandparents." OK?
 T: you/the museum
 Group A: Where are you going to go?
 Group B: I'm going to go to the museum.
 T: we/visit my grandparents

Continue whole class/group/individual drills with:

- she/cinema
- he/swimming pool
- you/movies
- they/park
- you/amusement park

Ask and answer.

3. Demonstrate the activity using the example.
4. Divide the class into pairs.
5. Have student A point and ask, have student B answer.
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate the drills in front of the class.

E Play the "Three Guesses" game.



1. Divide the class into two teams.
2. Have a student from team A stand in front of the class facing away from the board.
3. Stick a flashcard on the board.
4. Have another student ask a question.
5. Have the student from team A try to guess the answer.
6. The student has three guesses before the other students tell them the answer.
7. Have students take turns from each team.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

Vocabulary:

hamburger, pizza, sandwich, milkshake, juice

Structure:

What would you like to eat/drink?
I'd like a/an _____, please.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and

Track 99 

1. M: Hamburger.
2. M: Pizza.
3. M: Sandwich.
4. M: Milkshake.
5. M: Juice.

- have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when students are not looking. Have one student from each team call out the missing flashcard.

B 1. Listen and read. 



1. Review the story from the previous lesson "The children talked about their school break".
2. Now introduce the situation "The children order food at the Pirate Restaurant..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and circle. 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 100-101 

*Narrator: The children order food at the Pirate Restaurant...
Narrator: Look at the pictures. Listen. There is one example.
1. Waiter: Hello, everybody. What would you like to eat?
Lucy: I'd like a hamburger, please.
Narrator: Can you see the circle? This is an example. Now listen and circle.
2. Waiter: And what would you like to eat?
Ann: I'd like a chicken sandwich, please.
Waiter: Uhm
3. Alfie: Can I have something to drink, Mrs. Brown?
Ann: Sure. What would you like to drink?
Alfie: I'd like a banana milkshake please.
Ann: OK. Seven banana milkshakes please.
4. Waiter: What about you? What would you like to eat?
Tom: I'd like a pizza.
Ben and Sam: Great idea!
Waiter: Oh, you can make your own pizza here!
Tom, Ben and Sam: Awesome!
(SOUND OF DISHES BEING PREPARED)
Tom, Ben and Sam: Wow!
Ann and Lucy: Ewww!*

STRUCTURE


What would you like to eat? I'd like a **pizza**, please.
What would you like to drink? I'd like a **banana milkshake**, please.

Track 102 

*M: What would you like to eat?
B: I'd like a pizza, please.
W: What would you like to drink?
B: I'd like a banana milkshake, please.*

C Listen. Sing along. 




Track 103 
*What would you like to eat?
 I'd like a hamburger, please.*

1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

4. Divide the class into two groups. Group A: sing the questions; Group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 104 
*B: I'd like a hamburger, please.
 G: I'd like a hamburger, please.
 M: I'd like a hamburger, please.*

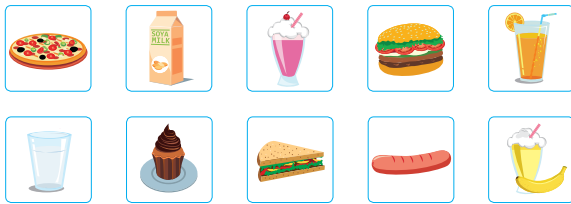
PRONUNCIATION TIP 
 Intonation: I'd like a hamburger, please.

D Role play. Swap roles and repeat with different words.

Waiter: Hello. Are you ready to order?
 Tom: Yes.
 Waiter: What would you like to eat?
 Tom: I'd like a **hamburger**, please.
 Waiter: And what would you like to drink?
 Tom: I'd like a **banana milkshake**, please.

sandwich/sausage/pizza/cupcake

orange juice/soya milk/smoothie/water



1. Have students look at the dialogue.
2. Divide class into pairs, and have them role play the dialogue.
3. Swap roles and repeat using the different words on the right.
4. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Restaurant" game.



1. Demonstrate the activity using the example.
2. Divide the class into pairs.
3. Have students take turns being the waiter and the customer.
4. Have the waiter ask "What would you like to eat/drink?" and the customer respond with "I'd like a/an _____, please."
5. Afterwards, have some pairs demonstrate the conversation in front of the class.

A: What would you like to eat?
 B: I'd like a **pizza**, please.

A: What would you like to drink?
 B: I'd like a **banana milkshake**, please.

Vocabulary:

sick, dizzy, stomach ache, headache, fever, cold

Structure:

What's the matter?

I feel _____.

I have a _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and

Track 105 

1. M: Sick.
2. M: Dizzy.
3. M: Stomach ache.
4. M: Headache.
5. M: Fever.
6. M: Cold.

4. Have one student come to the front and play "Tennis" with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide the students into pairs and have them play with each other. Have some pairs demonstrate the game in front of the class.

B 1. Listen and read. 

1. Review the story from the previous lesson "The children ordered food at the Pirate restaurant".
2. Now introduce the situation "After the pizza..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and draw lines. 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 106-107 

Narrator: After the pizza...

Narrator: Look at the pictures. Listen. There is one example.

1. Tom: Argh...

Ann: What's the matter, Tom?

Tom (GROANING): I feel sick.

Ann: Hmm. The pizza!

Narrator: Can you see the line? This is an example. Now listen and draw lines.

2. Ann: Alfie, Alfie! Oh, you're hot, Alfie. What's the matter?

Alfie: I have a fever.

Ann: Oh dear! Sam, we need to take the kids to the pharmacy.

3. (SOUND OF CAR MOVING ON THE ROAD. CAR STOPS. SOUND OF FOOTSTEPS)

Sam: They'll be OK. (SOUND OF OPENING DOOR)

Ben: Aah...

Ann: What's the matter, Ben?

Ben: I feel dizzy.

4. (SOUND OF STOMACH GURGLING)

Sam: Aah! (SOUND OF RUNNING FOOTSTEP)

Ann: Are you OK? What's the matter?

Sam (FROM THE WC): I have a stomach ache.

Ann: (ANGRY VOICE) That pizza!

STRUCTURE

What's the matter?

I feel **sick**.

What's the matter?

I have a **stomach ache**.

Track 108 

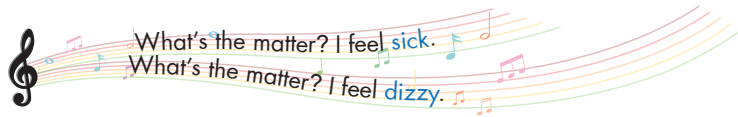
W: What's the matter?

B: I feel sick.


W: What's the matter?

M: I have a stomach ache.

C Listen. Sing along. 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

Track 109 
 What's the matter?
 I feel sick.
 What's the matter?
 I feel dizzy.

4. Divide the class into two groups. Group A: sing the questions; Group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 110 
 B: What's the matter?
 G: What's the matter?
 M: What's the matter?

PRONUNCIATION TIP 
 "What's the ..."  "Wazza..."

D Draw lines. Practice. Point, ask and answer.

What's the matter? I have a headache.

Draw lines.

1. Have students call out the symptoms and words they can see.
2. Demonstrate the activity using the example.
3. Have students draw lines.
4. Check answers as a whole class.

Practice.

5. Divide the class into group A and group B.
 T: I say "What's the matter?/feel/sick".
 Group A, you say, "What's the matter?"
 Group B, you say, "I feel sick."
 T: I say "What's the matter?/have/headache".
 Group A, you say, "What's the matter?"
 Group B, you say, "I have a headache."OK?
 T: What's the matter?/feel/sick
 Group A: What's the matter?
 Group B: I feel sick.
 T: What's the matter?/have/headache

Continue whole class/group/individual drills with:

- What's the matter?/feel/hot
- What's the matter?/feel/dizzy
- What's the matter?/feel/tired
- What's the matter?/have/stomach ache
- What's the matter?/have/cold
- What's the matter?/have/fever

Point, ask and answer.

6. Divide the students into pairs.
7. Have student A point and ask, have student B answer.
8. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Board Race" game.



1. Divide the class into two teams.
2. Stick two flashcards on the board.
3. Have one student ask the question.
4. Teacher calls out one of the flashcards.
5. Have two students race to the correct flashcard and answer the question.
6. Choose two more students to take a turn.

Vocabulary:

restaurant, water slide, roller coaster, costume

Structure:

What did you do?

First, _____.

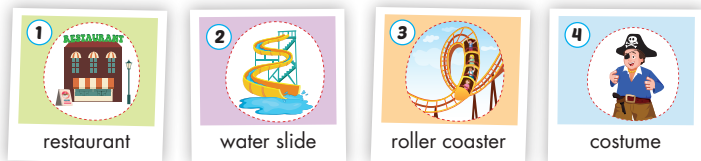
Then, _____.

Finally, _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 111 

1. M: Restaurant.
2. M: Water slide.
3. M: Roller coaster.
4. M: Costume.

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

B 1. Listen and read. 



1. Review the story from the previous lesson "After the pizza".
2. Now introduce the situation "Lucy tells Mai about Pirate Kingdom...".
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and number. 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and number.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 112-113 

Narrator: Lucy tells Mai about Pirate Kingdom...

Narrator: Look at the pictures. Listen. There is one example.

1. Mai: Hi, Lucy! How was your trip?

Lucy: It was really fun! We went to Pirate Kingdom! I took picture on my phone!

Mai: Cool! What did you do?

Lucy: First, we went to a restaurant.

Narrator: Can you see number 1? This is an example. Now listen and number.

2. Lucy: Yeah, that wasn't fun.

Mai: Oh, too bad. Then, what did you do?

Lucy: Then, we went on a roller coaster. That was great!

Mai: Oh, cool!

3. Mai: Then, what did you do?

Lucy: Well... Then we went on water slides. Mom went really fast!

Mai: Wow!

4. Mai: Then what did you do?

Lucy: Finally, we went to a costume shop. Dad dressed like a pirate. It was really funny!

Mai: Ha ha! He looks funny.

Lucy (FRUSTRATED): Yeah. Dad loves that costume...

(DREAMING SOUND EFFECT; SOUND OF THE DOG BARKING)

STRUCTURE

What did you do?

First, we went to a restaurant.

Then, we went on a water slide.

Finally, we went to the beach.

Track 114 

W: What did you do?

B: First, we went to a restaurant.


B: Then, we went on a water slide.

B: Finally, we went to the beach.

C Listen. Sing along. 




1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.


Track 115 
What did you do?
First, we went to a restaurant.

4. Divide the class into two groups. Group A: sing the questions; Group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 


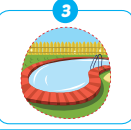



1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 116 
B: First, . Then, . Finally, .
G: First, . Then, . Finally, .
M: First, . Then, . Finally, .

PRONUNCIATION TIP 
 Intonation: First, A. Then, B. Finally, C.

D Practice. Ask and answer.

What did you do?
 First, I went on a roller coaster.
 Then, I went to the beach.
 Finally, I went to the movies.

 1 on/ roller coaster	 2 to/beach	 3 to/ swimming pool	 4 to/zoo
 5 to/restaurant	 6 to/museum	 7 on/water slide	 8 to/the movies

Practice.

1. T: I say "you". You say, "What did you do?"
 T: I say "he". You say, "What did he do?" OK?
 T: you
 Class: What did you do?
 T: he
 Class: What did he do?
2. Divide class into group A and group B.

T: I say "you/first/I/restaurant".
 Group A, you say, "What did you do?"
 Group B, you say, "First, I went to a restaurant."
 T: I say "he/then/he/roller coaster".
 Group A, you say, "What did he do?"
 Group B, you say, "Then, he went on a roller coaster." OK?
 T: you/first/I/restaurant
 Group A: What did you do?
 Group B: First, I went to a restaurant.
 T: he/then/he/roller coaster

Continue whole class/group/individual drills with:

- she/then/she/costume shop
- you/finally/we/ship

Ask and answer.

3. Demonstrate the activity using the example.
4. Divide the class into pairs.
5. Have student A ask and student B answer using "First, ..." "Then, ..." and "Finally, ..." Students can choose from the pictures in the activity.
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Memory chain" game.



1. Demonstrate the game.
2. Divide the class into groups of five or six.
3. Have student A ask and have student B answer.
4. Have student repeat student B's answer and add his own answer.
5. Continue until a student forgets the answer or all students in the group have practiced.

READING Read the story. Write the words

recycle garbage can reuse trees plastic bottles

How to keep Vietnam clean and beautiful

In our cities, people plant (1) trees to help the air stay clean and fresh. You can help to keep Vietnam clean and beautiful too!

You can (2) paper from newspapers and comic books at home. The old paper is made into new comics or paper bags.

At home, don't throw away old toothbrushes. You can (3) them to clean your shoes. You can keep your school clean by picking up garbage and putting it in the (4) . You can also reuse (5) to grow vegetables and remember to reuse the same water bottle at school.



1. Have students read the text individually.
2. Read the text as a whole class.
3. Demonstrate the activity using the example.
4. Have students look and fill in the blanks.
5. Check answers as a whole class.

SPEAKING Talk with classmates about how to keep Vietnam clean.

1. Choose three things you can do at school.
2. Choose three things you can do at home.
3. Present your ideas to the class.

We can put garbage in the garbage can.

We can recycle old comic books.

1. Divide the students into groups of four.
2. Have students talk about three ideas to keep Vietnam clean at school and at home.
3. Afterwards, have some groups present their ideas in front of the class.

WRITING Write your ideas down.

At school
1. We can pick up the garbage and put it in the garbage can.
2. _____

3. _____

At home
1. We can recycle old comic books.
2. _____

3. _____

1. Have students look at the dialogue in "Speaking".
2. Have students write full sentences about how to keep Vietnam clean.
3. Divide the students into pairs.
4. Have students take turns reading their sentences to each other.
5. Afterwards, have some students read their sentences in front of the class.

LISTENING Listen and tick (✓) the box.

Example Where are Tom and Mai going?



What would Tom like to eat?



What would Tom like to drink?



What would Mai like to eat and drink?



What's the matter with Mai?



1. Have students look at the pictures and call out the objects they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and tick the box.
4. Play audio again.
5. Play audio again and check answers as a whole class.

Mai: I'm great, thanks. Where are you going?
 Tom: I'm going to a restaurant to get some food.
 Mai: Good idea!
 Tom: Do you want to come with me?
 Mai: Sure, let's go.
 Narrator: Can you see the tick? This is an example. Now listen and tick the box.

1. Narrator: What would Tom like to eat?
 Mai: Wow, the food looks so yummy!
 Tom: Yes, it looks great.
 Waiter: Excuse me, what would you like to eat?
 Tom: Hmm, I'd like a hamburger and fries, please.
 Waiter: OK, a hamburger and fries for you.

2. Narrator: What would Tom like to drink?
 Tom: Can I have something to drink?
 Waiter: Sure. What would you like to drink?
 Tom: What do you have?
 Waiter: We have milkshakes, juice and water.
 Tom: Hmm, can I have a banana milkshake, please?
 Waiter: OK. One banana milkshake.
 Tom: Thank you.

3. Narrator: What would Mai like to eat and drink?
 Waiter: What about you? What would you like to eat?
 Mai: I'd like a pizza, please.
 Waiter: And what would you like to drink?
 Mai: I'd like a juice.
 Waiter: OK, a hamburger and a juice for you.
 Mai: No, I want a pizza and a juice.
 Waiter: Oh, I'm sorry. A pizza and a juice for you.
 Mai: That's right. Thanks.

4. Narrator: What's the matter with Mai?
 (SOUND OF EATING AT A RESTAURANT)
 Mai: Ouch!
 Tom: Oh, you don't look well. What's the matter?
 Mai: I have a stomach ache.
 Tom: Oh no! You have a stomach ache! We should go to the pharmacy.
 Mai: Ow! That's a good idea, Tom.
 Tom: Come on, let's go!
 Narrator: Now listen again.

Track 62

Narrator: Look at the pictures. Listen. There is one example.
 Narrator: Where are Tom and Mai going?
 Mai: Hi Tom, how are you?
 Tom: I'm good, thanks, how are you?

READING & WRITING Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.



A family holiday

Last summer, Tom and his family went on holiday to Pirate Kingdom. First, they went to a restaurant. They ate a big pizza but it wasn't very good. Then, they went on a roller coaster and it went very fast. Then, they went on the water slide. Ben really liked it. Finally, they went to a costume shop. Sam bought a pirate costume. It was a great holiday.

Example Tom's family went on a trip to Pirate Kingdom last summer.

Questions

1. First, the family went to a _____.
2. Then, they went on _____.
3. Ben really liked going on the _____.
4. _____, they went to a costume shop.






1. Have students look at the text and call out the words they know.
2. Demonstrate the activity using the example.
3. Have students read the text and do the task.
4. Check answers as a whole class.
5. Have students read the text again.
6. Check answers as a whole class.

SONG Turn to page 102. Listen. Sing along. 

1. Have students turn to page 102.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

GAME Play the "Block buster" game.



-  What would you like to eat/drink?
-  Where are you going to go?
-  What's the matter?
-  What did you do?
-  Practice the conversation.

1. Divide the class into groups of four, two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a block, asks and answers.
3. If the answer is correct, that team marks the block. The other team can't use that block.
4. Have the teams take turns.
5. The winning team is the team that creates a line of blocks from the red side to the blue side.

I CAN...

- I can talk about feeling sick.
- I can order food and drinks.
- I can talk about what I've done and where I'm going.
- I can talk about ways to keep Vietnam clean and beautiful.



- Go through the "I can" statements with students, have them color the stars to represent their understanding.
- I can talk about feeling sick.
 - I can order food and drinks.
 - I can talk about what I've done and where I'm going.
 - I can talk about ways to keep Vietnam clean and beautiful.

"I Can" statements

1. Read the statements and give an example for each.
2. In pairs, have students give a few more examples for each aim, then briefly practice.
3. Ask students to color one, two or three stars, to show how well they can perform the tasks.
 - ★★★ = Great!
 - ★★☆ = OK
 - ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, do the Workbook exercises or Activity Multi-ROM (if they have it).