

Vocabulary:

watch TV, play mobile games, play video games, play computer games, play outside, play sports

Structure:

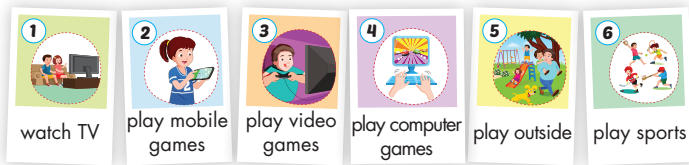
You should _____.

You shouldn't _____.

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.

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 01 

1. M: Watch TV.
2. M: Play mobile games.
3. M: Play video games.
4. M: Play computer games.
5. M: Play outside.
6. M: Play sports.

B 1. Listen and read. 



1. Introduce the situation "It's a beautiful Sunday..."
2. Have students call out the objects and people they can see.
3. 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.

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.

Track 02 - 03 

Narrator: It's a beautiful Sunday...

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

1. (SOUND OF BIRDS SINGING)

Ann: Oh, Lucy! You shouldn't play mobile games all the time.

Lucy: Oh, Mom!

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. Ann: Oh boys! You should play outside. It's a beautiful day.

Tom: OK, Mom.

3. Ann: Ben. You shouldn't watch TV all the time.

Ben: But it's my favorite TV show.

4. Ann: Sam!!! Sam!!! You should play sports. Take the kids to the sports club.

Sam: OK, let's go kids!

Kids: Wow... (SOUND OF SOMEONE TAKING A DEEP BREATH, BIRDS SINGING)

STRUCTURE

You should play outside.

You shouldn't play video games.

Track 04 

W: You should play outside.

W: You shouldn't play video games.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.

Track 05 

You should play outside.
You shouldn't watch TV.

3. Play audio and have students sing the song as a whole class.
4. 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 06 

B: You shouldn't play video games.
G: You shouldn't play video games.
M: You shouldn't play video games.

PRONUNCIATION TIP 

"shouldn't"  "Shooden"

D Draw lines. Practice. Point and say.



Draw lines.

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

Practice.

5. T: I say "should/play outside". You say, "You should play outside."
- T: I say "shouldn't/play mobile games". You say, "You shouldn't play mobile games." OK?
- T: should/play outside
- Class: You should play outside.
- T: shouldn't/play mobile games
- Class: You shouldn't play mobile games.

Continue whole class/group/individual drills with:

- should/play sports
- shouldn't/play video games
- should/drink water
- shouldn't/play computer games

Point and say.

6. Demonstrate the activity using the example.
7. Divide the students into pairs.
8. Have student take turns to point and say "You should-shouldn't _____."
9. Afterwards, have some pairs demonstrate the drills in front of the class.

E Talk to your friends.



1. Demonstrate the game.
2. Divide the class into two teams.
3. Write some activities on the board and write columns for "should" and "shouldn't"
4. Call out an activity, e.g. "play outside"
5. Have one student from each team run to the board, strikethrough that activity and write it down in the correct column.
6. Have the student finish first say it out loud.
7. Continue with the next two students.

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:

play baseball, play table tennis, play tennis, go bowling

Structure:

What are you going to do?
I'm going to _____ with _____.

A Listen, point and say.



Track 07

1. M: Play baseball.
2. M: Play table tennis.
3. M: Play tennis.
4. M: Go bowling.

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.
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 "It was a beautiful Sunday."
2. Now introduce the situation "The kids enjoy playing at the sports club..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

Track 08 - 09

Narrator: The kids enjoy playing at the sports club...
Narrator: Look at the pictures. Listen. There is one example.
1. Tom: Hey, it's Jane, Mai and Charlie.
Sam: OK, kids! Find something to play! What are you going to do, Lucy?
Lucy: I'm going to play badminton with Jane.
Narrator: Can you see the tick? This is an example. Now listen and tick the box.
2. Sam: Ben, what are you going to do?
Ben: I'm going to play table tennis with Mai.
3. Sam: What are you going to do, Charlie?
Charlie: I'm going to go bowling with Alfie.
4. Sam: What about you, Tom? What are you going to do?
Tom: I'm going to play basketball with you, Daddy.
Sam: Great!
(SOUND OF BREATHING HEAVILY,... GASPING)
Sam: Huh...Huh... I should talk to the trainer. Huh...

STRUCTURE

What are you going to do?
I'm going to go **bowling** with **Jane**.

play: baseball/tennis
go: bowling/swimming
do: martial arts/yoga

2. Listen and (✓).

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and tick.
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 10

G: What are you going to do?
B: I'm going to go bowling with Jane.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.

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 11 

*What are you going to do?
I'm going to play baseball with Charlie.*

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

Track 12 

*B: I'm going to play baseball.
G: I'm going to play baseball.
M: I'm going to play baseball.*

PRONUNCIATION TIP 

"I'm going to..."  "Ahmgonna..."

D Practice. Point, ask and answer.

What are you going to do?

I'm going to play tennis with Tom.



Practice.

1. Divide the class into group A and group B.
- T: I say "What are you going to do?/baseball/John"
Group A, you say, "What are you going to do?"
Group B, you say, "I'm going to play baseball with John."

T: I say "What are you going to do?/bowling/Lucy".
Group A, you say, "What are you going to do?"
Group B, you say, "I'm going to go bowling with Lucy." OK?
T: What are you going to do?/baseball/John
Group A: What are you going to do?
Group B: I'm going to play baseball with John.
T: What are you going to do?/bowling/Lucy". OK?

Continue whole class/group/individual drills with:

- What are you going to do?/table tennis/Tom
- What are you going to do?/tennis/Charlie
- What are you going to do?/swimming/Nick
- What are you going to do?/skateboarding/Jane

Point, ask and answer.

2. Have students call out the activities and people they can see.
3. Demonstrate the activity using the example.
4. Divide the students into pairs.
5. Have the student A point and ask, have student B answer.
6. Afterwards, have some pairs demonstrate the drills in front of the class.

E Play the "Pretend" game.



1. Have two students come to the board.
2. Have the students act out the action and have other students guess what happened.
3. Choose another student and repeat.
4. The student has three guesses before the other students tell them the answer.
5. Have students from each team take turns.

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:

always, usually, sometimes, rarely, never

Structure:

How often do you _____?
I _____ (after school).

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 13

1. M: Always.
2. M: Usually.
3. M: Sometimes.
4. M: Rarely.
5. M: Never.

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 kids enjoyed playing at the sports club."
2. Now introduce the situation "Sam talks about what he does for fitness..."
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 14 - 15

Narrator: Sam talks about what he does for fitness...
Narrator: Look at the pictures. Listen. There is one example.
 1. Kids: Yay, let's go to the pool!
Trainer: Welcome to the Greenwood Sports Center! First, some questions. Are you healthy, Mr. Brown?
Sam (SOUNDS CONFIDENT): Yes, I am.
Trainer: OK, how often do you play tennis?
Sam: Um... I rarely play tennis.
Narrator: Can you see the line? This is an example. Now listen and draw lines.
 2. *Trainer: And how often do you eat fruit, Mr. Brown?*
Sam: Oh I... well, I sometimes eat fruit.
Trainer: Sometimes? OK.
 3. *Trainer: And pizza? How often do you eat pizza?*
Sam: Well... I usually eat pizza.
 4. *Trainer: Last one. How often do you go running?*
Sam: Um (SIGH) I never go running.
Trainer: Try running in the park later, Mr. Brown!
Sam (SOUNDS CONFIDENT): Okay!
Narrator: Later that day...
(SOUNDS OF RUNNING, BREATHING RAPIDLY)
Alfie: Come on, Mr. Brown!
Lucy + Tom: You can do it, Dad!
Sam (SCREAMING): AGGHH!
Kids: Oh no!

Track 16

B: How often do you play tennis?
G: I sometimes play tennis after school.

STRUCTURE
How often do you play tennis?
I sometimes play tennis after school.


always
usually
sometimes

after school
at school
at home
on Saturday
after lunch

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.


Track 17 

How often do you eat fruit?
I always eat fruit after lunch.

3. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
4. Listen and sing along.
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 18 

B: How often do you play tennis?
G: How often do you play tennis?
M: How often do you play tennis?

PRONUNCIATION TIP 

"...do you..."  "...dya..."

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

Jill: How often do you eat fruit?
Lucy: I **never** eat fruit.
Jill: How often do you go swimming?
Lucy: Hmm. I **sometimes** go swimming on the weekends. What about you?
Jill: I **usually** go swimming on Saturday or Sunday.

- rarely/sometimes/never
- always/usually/sometimes
- sometimes/always/usually

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

E Talk to your friends. Write the answers.

How often do you eat fruit? I sometimes eat fruit.

NAME	EAT FRUIT	EAT CANDY	PLAY SOCCER	GO RUNNING	WATCH TV
You					

1. Demonstrate writing names and putting answers in the columns.
2. Divide the students into groups of three.
3. Have students ask their friends about how often they do things.
4. Have students write answers in the table.
5. Continue until the table is completed.
6. Afterwards, have some students demonstrate their answers in front of the class.

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:

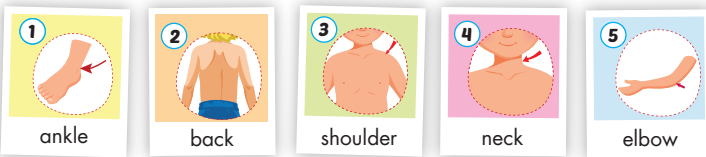
ankle, back, shoulder, neck, elbow

Structure:

What happened?

I/he/she _____ and hurt my/his/her _____.

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.
4. Play the "Guess" game.

Track 19

1. M: Ankle.
2. M: Back.
3. M: Shoulder.
4. M: Neck.
5. M: Elbow.

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.

ANN FINDS SAM IN THE HOSPITAL...
What happened?
I jumped and hurt my ankle.

He fell in the mud and hurt his back.

He jumped and hurt his ankle.

1

He hit a tree and hurt his elbow.

A coconut fell and hurt his neck.

1. Review the story from the previous lesson "Sam talked about what he does for fitness."
2. Now introduce the situation "Ann finds Sam in the hospital ..."
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 20 - 21

Narrator: Ann finds Sam in the hospital...

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

1. (SOUND OF AMBULANCE SIREN)

(DOOR SHUTTING)

Ann: Oh, Sam! What happened?

Sam (SOUNDS WEAK): First, I jumped and hurt my ankle. . .

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

2. Ann: Just your ankle? Look at you! Then, what happened?

Alfie: Then, he hit a tree and hurt his elbow!

Ann: Oh, Sam!

3. Ann: And then? What happened?

Lucy: Then, a coconut fell and he hurt his neck!

Sam: Yeah, that hurt. (GROAN)

4. Ann: Is that all? Then what happened?

Tom: Finally, he fell in the mud and hurt his back!

Ann: Wow! What about you, kids? Are you OK?

Tom: Yeah Mom, the sports club was great!

KIDS: YEAH! Sports club!

STRUCTURE

What happened?
I jumped and hurt my ankle.

Track 22

B: What happened?

G: I jumped and hurt my ankle.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.

Track 23 

*What happened?
I jumped and hurt my ankle.*

3. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
4. Listen and sing along.
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 24 

*B: He jumped and hurt his ankle.
G: He jumped and hurt his ankle.
M: He jumped and hurt his ankle.*

PRONUNCIATION TIP 

"...and..."  ≡ "...n..."

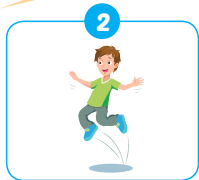
D Practice. Ask and answer.

What happened?

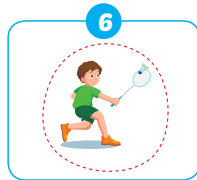
I played basketball and hurt my leg.



played basketball/
leg



jumped/
ankle



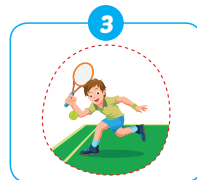
played badminton/
shoulder



fell/
neck



played soccer/
back



played tennis/
elbow

Practice.

1. Divide the class into group A, B and C.
T: I say "happened?/played basketball/ankle".
Group A, you say, "What happened?"
Group B, you say, "I played basketball and..."
Group C, you say, "hurt my ankle."
T: I say "happened?/jumped/back".
Group A, you say, "What happened?"
Group B, you say, "I jumped and..."
Group C, you say, "hurt my back." OK?
T: happened?/played basketball/ankle
Group A: What happened?
Group B: I played basketball and...
Group C: hurt my ankle.
T: happened?/jumped/back

Continue whole class/group/individual drills with:

- happened/played badminton/elbow
- happened/played soccer/shoulder
- happened/played tennis/leg

Ask and answer.

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

E Play the "Pretend" game.

What happened?

You jumped and hurt your ankle.

That's right!



1. Have one student come to the board.
2. Whisper an action and an injury to the student.
3. Have the class ask "What happened?" and have the student act out the actions while the other students guess what happened.
4. Choose another student and repeat.
5. The students have three guesses before the other student tells them the answer.

Vovinam - A Vietnamese martial art

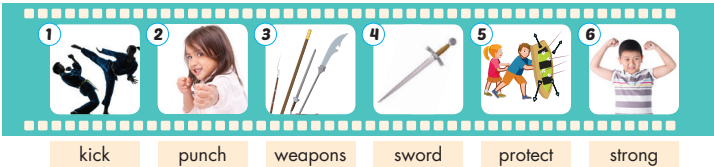
Useful language:

kick, punch, weapons, sword, protect, strong
 I think the best reason to study Vovinam is...
 I agree.
 (Sorry,) I think the best reason is...

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.

NEW WORDS Listen, point and say.



Track 25

1. M: Kick.
2. M: Punch.
3. M: Weapons.
4. M: Sword.
5. M: Protect.
6. M: Strong.

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.
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.

LISTENING Listen and number.

Why study Vovinam?



1. Introduce the topic "Why study Vovinam?"
2. Have students call out the objects and people they can see.
3. Have students listen and follow.
4. Have students listen again with pauses and number the pictures.
5. Check answers as a whole class.
6. Have some students demonstrate reading and answering questions in front of the class.

Track 26

Narrator: Listen to students talking about why they study Vovinam.

1. Interviewer: Why do you study Vovinam?
 S1 boy: I study Vovinam because I want to have a strong body.
 Narrator: Can you see number 1? This is an example. Now listen and number.
2. S1 girl: I want to be healthy. In Vovinam we do a lot of exercise, and I love sports!
3. S2 girl: I love Johnny Tri Nguyen's movies. I want to learn to protect myself, like him.
4. S2 boy: My mom says I should take care of my baby brother, I'm learning Vovinam so I can protect him.
 I think the best reason to study Vovinam is to protect your family and friends.
5. S2 girl: Yes, I agree.
5. S3 boy: Sorry, I think the best reason to do Vovinam is because it's fun! I like practicing with my best friends.

Useful language box

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

USEFUL LANGUAGE

A: I think the best reason to study Vovinam is **to be healthy**.
 B: I agree.
 C: (Sorry,) I think the best reason is **to protect yourself**.

Track 27

A: I think the best reason to study Vovinam is to be healthy.
 B: I agree.
 C: (Sorry,) I think the best reason is to protect yourself.

READING Read the article. Circle the correct answers.



There are many types of martial arts in the world, like Karate from Japan and Kung Fu from China. Vietnam has its own martial art named Vovinam. Students learn kicks and punches, and also use swords and other weapons. Vovinam's special move is called 'Don Chan'. For this, the martial artist jumps high in the air, puts their legs around the other man's head, and pulls them suddenly to the ground. Vovinam started in Vietnam, but now it is taught in many other countries such as the USA and Australia.



- To do 'Don Chan' you have to:
(a) kick (b) jump (c) punch
- The article says that Vovinam is now taught in:
(a) Japan (b) Australia (c) China
- The best title for this article is:
(a) Martial arts of the world (b) Weapons in martial arts (c) Martial arts of Vietnam

1. Read the text as a whole class.
2. Have students focus on the questions. Read aloud and check understanding.
3. Have students read in pairs and circle the correct answers.
4. Demonstrate the activity using the example.
5. Have some students read out their answers to check.

SPEAKING Why study Vovinam?

1. "What are the 3 best reasons to study Vovinam?"
2. Talk with your partners.

I think the best reason is because you can be healthy.

Yes, I agree.

Sorry, I think the best reason is because you can have fun with your friends.

1. Ask students the question, "What are the 3 best reasons to study Vovinam?" and demonstrate saying the speech bubbles.
2. Have students discuss the question, and agree on the three best reasons.
3. Afterwards, have some pairs report their three reasons to the class.

WRITING Complete the poster.

Come to the Lucky Dragon Vovinam Club
learn how to: protect yourself and have fun with your friends.
Studying Vovinam is great! You should come to our club because you can...

1. _____
2. _____
3. _____

Vovinam – the Vietnamese way !

1. Have students look at the poster.
2. Have students write sentences to show the 3 best reasons for studying Vovinam.
3. Choose some students to read their sentences e.g. You should come to our club because you can...

LISTENING Listen and write.

MEDICAL REPORT		
Patient's name:	<u>Bill Smith</u>	Doctor's name: Dr. Murphy
Age:	(1) _____ years old	
Problem:	I hurt my (2) _____ and my (3) _____.	
How:	played (4) _____.	

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

B: I'm eleven.
 W: Pardon?
 B: I'm eleven years old.
 2. W: Have you hurt yourself?
 B: Yes, I have.
 W: What's the matter?
 B: I hurt my arm. Ouch!
 3. W: What else?
 B: And I hurt my back.
 W: Your back?
 B: Yes, that's right. I hurt them both.
 4. W: How did you hurt your arm and your back?
 B: When I played basketball, I jumped and fell on the ground.
 W: Playing basketball. Oh dear!
 Narrator: Now listen again.

Track 28

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

W: What's your name, please?

B: My name's Bill Smith.

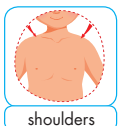
W: Smith. S-M-I-T-H?

B: That's right.

Narrator: Can you see the answer? This is an example. Now listen and write.

1. W: And how old are you, Bill?

READING & WRITING Look and read. Choose the correct words and write them on the lines.



Example

This animal is gray and very big.

an elephant

Questions

1. These are parts of your body. They are between your arms and your neck. _____
2. In this game, you hit a ball with a bat. _____
3. This white drink is good for your health. _____
4. In this game, you kick the ball into the goal to score. _____
5. There are a lot of trees here. _____

1. Demonstrate the activity using the example.
2. Have students read the statements, then write the correct words on the lines.
3. Check answers as a whole class.


SONG Turn to page 103. Listen. Sing along. 

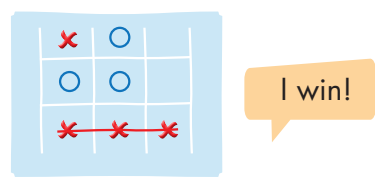
1. Have students turn to page 103.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.

GAME Play the "Tic, tac, toe" game.

You shouldn't play mobile games too much.
 How often do you play table tennis?
 I think the best reason to study Vovinam is ...
 You should play sports.
 I always/usually ...
 I agree/Sorry, I think...







Pair 1
vs.
 Pair 2




1. Divide the class into groups of four, with two students in each team.
2. Have teams play rock, paper, scissors. The winning team chooses a square, asks and answers.
3. Have the teams take turns.
4. Swap roles and repeat until the game is finished.
5. Before the end of the lesson, check the answers as a whole class.

I CAN...

- I can say what you should and shouldn't do. 
- I can talk about what I'm going to do. 
- I can talk about how often I do things and the order that things happened. 
- I can talk about a Vietnamese martial art. 

Go through "I can" statements with students, have them color the stars to represent their understanding.

- I can say what you should and shouldn't do.
- I can talk about what I'm going to do.
- I can talk about how often I do things and the order that things happened.
- I can talk about a Vietnamese martial art.

"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 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).