

Vocabulary:

o'clock, half past, morning, afternoon, evening

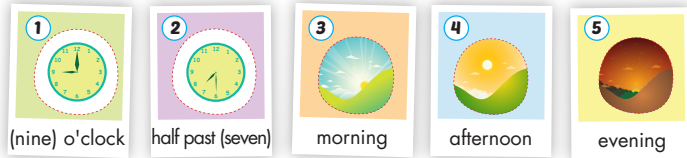
Structure:

What time is _____?
It's at _____ in the _____.

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.

Track 30

1. M: Nine o'clock.
2. M: Half past seven.
3. M: Morning.
4. M: Afternoon.
5. M: Evening.

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. Introduce the situation "It's a busy weekend..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and (✓).

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and tick the box.
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 31 - 32

Narrator: It's a busy weekend...

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

1. Sam: Okay, what time is your singing lesson, Ben?
Ben: It's at nine o'clock in the morning.
Sam: OK.
Narrator: Can you see the tick? This is an example. Now listen and tick the box.
2. Sam: And Tom, what time is your guitar lesson?
Tom: It's at half past nine, Dad.
3. Sam: What about you, Lucy? What time is your piano lesson?
(SOUND OF THINKING)
Lucy: It's this morning at ten o'clock.
4. Alfie: Oh, and what time are we meeting Mrs. Brown?
Sam: At half past eight in the evening.
Alfie: Half past eight?
Sam: Yes. Oh, and what time is your dance lesson... (FADE OUT)
Narrator: Later in the evening...
Sam: Okay kids, time to go!
(SOUND OF CAR DOOR CLOSING AND ENGINE STARTING)
Announcer: Here is the Sam family.
(SOUND OF CLAPPING AND MUSIC)
(SOUND OF MUSIC AND A CROWD CHEERING)

STRUCTURE

What time is your music lesson?
It's at ten o'clock in the morning.

Track 33

- B: What time is your music lesson?
G: It's at ten o'clock in the morning.

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 34

What time is your music lesson?
It's at nine o'clock in the morning.

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 35

B: What time is your music class?
G: What time is your music class?
M: What time is your music class?

PRONUNCIATION TIP

"What time is..." "Wataimz..."

D Practice. Ask and answer.

What time is your art class? It's at half past ten in the morning.

art class 10:30 am	music class 3:00 pm	band practice 6:30 pm
math test 9:30 am	birthday party 3:30 pm	Vietnamese test 7:00 pm

Practice.

1. Divide the class into group A and group B.
- T: I say "art class/half past ten/morning".
Group A, you say, "What time is your art class?"
Group B, you say, "It's at half past ten in the morning."

T: I say "music class/4 o'clock/evening".
Group A, you say, "What time is your music class?"
Group B, you say, "It's at 4 o'clock in the evening." OK?
T: "art class/half past ten/morning".
Group A: What time is your art class?
Group B: It's at half past ten in the morning.

T: music class/4 o'clock/evening

Continue whole class/group/individual drills with:

- band practice/6:30/evening
- math test/10:00/morning
- birthday party/4:00/afternoon
- Vietnamese test/5:00/evening

Ask and answer.

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

E Play the "Snake racing" game.

What time is the English test? It's at three o'clock in the afternoon.

1. Divide the class into groups of four, with two students in each team.
2. Have teams play rock, paper, scissors. The winning team move forward two squares and the losing team moves forward one space.
3. Have teams take turns asking and answering. Swap roles and repeat until the game is finished (rock, paper, scissors is played each turn).

Vocabulary:

first, second, third, fourth, fifth

Structure:

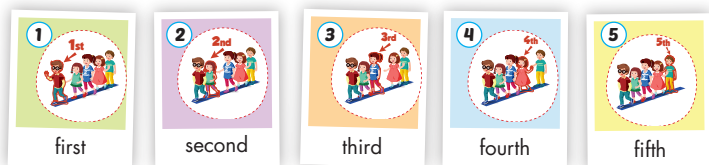
When's _____?

It's on _____.

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 36 

1. M: First.
2. M: Second.
3. M: Third.
4. M: Fourth.
5. M: Fifth.

4. Play the "Guess" game. Arrange the flashcards on the board and write a number under each card.
5. 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.
6. 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 "It was a busy weekend."
2. Introduce the situation "The Browns arrive home after band night..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and (✓). 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and tick the box.
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 37 - 38 

Narrator: The Browns arrive home after band night...

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

1. (SOUND OF DOOR CLOSING)
Sam: Woo hoo! That was so much fun! When's the next band practice?

Ann: It's on June 23rd.

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

2. *Alfie: Umm, it's my bir...*

Ann: Hey, kids. When's the last day of school?

Lucy: It's on June 2nd, Mom.

3. *Alfie: Hey, it's my birth...*

Ann: And when's Kids' Earth Week, Tom?

Tom: It starts on June 8th.

4. *Alfie: And it's my....*

Ben: Mommy, when's my dentist visit?

(SOUND OF CALENDAR FLIPPING)

Ann: Oh, it's on June 21st.

Sam: OK! Good night kids.

Alfie: (SOUNDS DISAPPOINTED)Err.. Good night...

(SOUND OF FOOTSTEPS, DOOR CLOSING)

(SOUND OF ANN AND SAM CHUCKLING)

STRUCTURE

When's the next band practice?

It's on June 23rd.

When's the first day of school?

It's on September 5th.

Track 39 

M: When's the next band practice?

B: It's on June 23rd.

M: When's the first day of school?

W: It's on September 5th.

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 40 

When's your birthday?
It's on August 1st.

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 41 

B: fourth, fifth, sixth
G: fourth, fifth, sixth
M: fourth, fifth, sixth

PRONUNCIATION TIP 

Don't forget the 'th' sound. "Fourth", "fifth", "sixth"

D Practice. Ask and answer.

When's the first day of school?



It's on September 5th.



Practice.

1. Divide the class into group A and group B.
T: I say "first day of school/September 5th".
Group A, you say, "When's the first day of school?"
Group B, you say, "It's on September 5th."

- T: I say "Teacher's Day in Vietnam/ November 20th".
Group A, you say, "When's Teachers' Day in Vietnam?"
Group B, you say, "It's on November 20th." OK?
T: first day of school/September 5th
Group A: When's the first day of school?
Group B: It's on September 5th.

T: Teacher's Day in Viet Nam/November 20th

Continue whole class/group/individual drills with:

- Kim's birthday/ August 3rd
- Children's Day/November 20th
- math exam/March 28th
- Vinh's birthday party/September 30th

Ask and answer.

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

E Play the "Guess who" game.



1. Have one student face away from the class and ask "When's your birthday?"
2. Have another student answer "It's on _____."
3. Have the student facing the board turn around and guess who said the sentence.
4. Choose another student to take a turn.

Vocabulary:

yesterday, last weekend, last week, last month, last year

Structure:

I/We went _____.

How was it?

It was fun/great/awesome.

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 42 

1. M: Yesterday.
2. M: Last weekend.
3. M: Last week.
4. M: Last month.
5. M: Last year.

B 1. Listen and read. 

THE KIDS ARE LOOKING AT PHOTOS...

1 last weekend

2 last month

3 last summer

4 last year

5 last week

6 yesterday

7 last weekend

8 last year

1. Review the story from the previous lesson The Browns arrived home after band night....
2. Introduce the situation "The kids are looking at photos..."
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 43-44 

Narrator: The kids are looking at photos...

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

1. Tom: Hey, we went to a restaurant last month.

Jane: How was it?

Tom: Great!

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

2. Lucy: We went to the beach last summer.

Jane: How was it?

Lucy: It was really fun!

Jane: Wow!

3. Tom: (SOUND OF LAUGHING) And look! We went to band practice last week.

Jane: How was it?

Tom: It was great!

4. Jane: And what's this? (SOUND OF SURPRISE)

Lucy: We went to the farm last year.

Jane: Oh, and how was it?

Alfie (SOUND SHY): Um...it was ...

Tom: (LAUGHING) It was awesome!

STRUCTURE

I went to a farm yesterday.
How was it?
It was awesome.

Track 45 

B: I went to a farm yesterday.

G: How was it?

B: It was awesome.

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 46
*I went to a farm yesterday.
 How was it?
 It was awesome.*

4. Divide the class into two groups A sing the statements and answers; group B: sing the questions.
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 47
*B: It was great! It was awesome!
 G: It was great! It was awesome!
 M: It was great! It was awesome!*

PRONUNCIATION TIP
 Word stress
 "It was **great!**" "It was **awesome!**"

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

Tom: I went to a **park** yesterday.
 Jane: Wow. How was it?
 Tom: It was **fun!**

 yesterday/fun	 last week/great	 last month/awesome	 yesterday/fun
 last year/great	 last weekend/awesome	 last week/fun	 last year/great

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 below.
4. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Tic tac toe" game.

I went to the beach last year.
 How was it?
 It was great!

 last week	 last year	 last month
 yesterday	 yesterday morning	 last Friday
 last weekend	 last Saturday	 yesterday evening

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.

Vocabulary:

tomorrow, next weekend, next week, next month, next year

Structure:

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

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.

Track 48 

1. M: Tomorrow.
2. M: Next weekend.
3. M: Next week.
4. M: Next month.
5. M: Next year.

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. next Saturday
 next Sunday
2. tomorrow
 next week
3. next weekend
 next week
4. next Friday
 next Saturday


1. Review the story from the previous lesson The kids were looking at photos...
2. Introduce the situation "It's Alfie's birthday next weekend...".
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 49 - 50 

Narrator: It's Alfie's birthday next weekend...
Narrator: Look at the pictures. Listen. There is one example.
1. (SOUND OF PLAYING OUTSIDE)
Ben: What are we going to do next Sunday?
Sam: We're going to have a party!
Tom: Yay, it's going to be great!
Narrator: Can you see the circle? This is an example. Now listen and circle.
2. Ben: What are you going to do, Lucy?
Lucy (SOUNDS EXCITED): I'm going to tell all of his friends tomorrow.
3. Sam: Great! What about you, Tom? What are you going to do?
Tom: I'm going to buy his present next week.
Sam: Nice!
4. Sam: And are you going to make the cake, Ann?
Ann: Of course! I'm going to make his favorite strawberry cake next Saturday.
Ben, Tom, Lucy: It's going to be so much fun!!!
Narrator: Next Sunday...
(SOUND OF DOOR OPENING AND CLOSING)
All: Surprise!!! Happy birthday Alfie!!!
Alfie: Oh, thank you!
(SOUNDS OF PARTYING)

STRUCTURE

What are you going to do **tomorrow**?
I'm going to **meet my friends**.

Track 51 

B: What are you going to do tomorrow?
G: I'm going to meet my friends.

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 52 

B: What are you going to do tomorrow?
G: I'm going to meet my friends.

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 53 

B: What are you going to do?
G: What are you going to do?
M: What are you going to do?

PRONUNCIATION TIP 

"What are you going to do" 
"Watayagonna do"

D Practice. Point, ask and answer.

Practice.

1. T: I say, "tomorrow". You say, "What are you going to go tomorrow?"
T: I saw, "next week". You say, "What are you going to do next week?" OK?
T: tomorrow
Class: What are you going to do tomorrow?
T: next week
Class: What are you going to do next week?

Continue whole class/group/individual drills with:

- next month
- tomorrow
- next weekend
- next year

2. Divide the class into group A and group B.

- T: I say "tomorrow/learn how to cook".
Group A, you say, "What are you going to do tomorrow?"
Group B, you say, "I'm going to learn how to cook."
T: I say "next weekend/clean my room".

- Group A, you say, "What are you going to do next weekend?"
Group B, you say, "I'm going to clean my room."
T: tomorrow/learn how to cook
Group A: What are you going to do tomorrow?
Group B: I'm going to learn how to cook.
T: next weekend/clean my room

Continue whole class/group/individual drills with:

- next month/go camping
- tomorrow/play volleyball
- next weekend/do my chores
- next year/learn how to swim

Point, ask and answer.

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

E Talk to your friends. Write the answers.

What are you going to do ____?

I'm going to _____.

	tomorrow	next weekend	next week	next month	next year
Friend 1:					
Friend 2:					

1. Demonstrate writing your name and putting an answer in the column.
2. Divide the students into groups of three.
3. Have the students ask their friends about when they will do activities.
4. Get their friends to write the answers in the columns.
5. Continue until the table is completed.
6. Afterwards, have some students demonstrate the activity in front of the class.

Telling the story

Vocabulary:

find, return, give, king, dragon, battle.
 A long time ago, _____. Then, _____.
 Next, _____. After that, _____. 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.

NEW WORDS 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 54

1. M: Find.
2. M: Return.
3. M: Give.
4. M: King.
5. M: Dragon.
6. M: Battle.

4. Play the "Word Tennis" game. 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

LISTENING Listen and circle.



The Lake of the Returned Sword

1. A fisherman _____ a sword in a lake in Hanoi. gave found
2. He _____ the sword to a man called Le Loi. gave returned
3. Le Loi won many _____ and became King. battles dragons
4. A big turtle asked Le Loi to _____ the sword to the Dragon King. give return

1. Introduce the situation "The story of the Lake of the Return Sword"
2. Have students call out the objects and people they can see.
3. Play audio and demonstrate the activity using the example.
4. Play audio and have students listen and circle.
5. Play audio again and check answers as a whole class.

Track 55

Narrator: Look at the pictures. Listen. There is one example.
 1. A long time ago, a fisherman found a sword in a lake in Hanoi. The sword belonged to the Dragon King.
Narrator: Can you see the circle. This is an example. Now listen and circle.
 2. Next, the fisherman gave the sword to a man called Le Loi. Le Loi was a strong and brave soldier.
 3. After that, Le Loi won many battles with the sword and became King.
 He was a good king and helped many people.
 4. Finally, Le Loi went back to the lake.
 A big turtle asked Le Loi to return the sword to the Dragon King. Now the lake is called "The Lake of the Returned Sword".

Useful language box

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

USEFUL LANGUAGE
 A long time ago, a girl hid in the forest.
 Then, she met seven dwarfs.
 Next, she became their friend.
 After that, she met a prince.
 Finally, she became Queen.

find	—	found
return	—	returned
give	—	gave

battle	—	battles
--------	---	---------

Track 56

W:
 A long time ago, a girl hid in the forest.
 Then, she met seven dwarfs.
 Next, she became their friend.
 After that, she met a prince.
 Finally, she became Queen.

READING Read and fill in the blanks.

king lake woman battles returned

The Sword in the Lake

A long time ago in England, a (1) king broke his sword in a battle. Then, his friend told him to go to a (2) _____ where he would find a new sword. Next, a beautiful (3) _____ was in the lake. She gave him a new sword. After that, King Arthur won many (4) _____. Finally, King Arthur (5) _____ the sword to the beautiful woman in the lake.

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 Retell the stories using the pictures and the prompts.

A long time ago,
Then,
Next,
After that,
Finally,



1. Have students call out the objects and words they can see.
2. Demonstrate the activity using the example.
3. Divide the students into pairs, have student A tell the story "The Lake of the Returned Sword" and student B tell the story "The Sword in the Lake".
4. Afterwards, have some pairs demonstrate telling the story in front of the class.

WRITING Look at **SPEAKING** and write one of the stories.

Story of the Lake of the Returned Sword.

1. A long time ago, _____.

2. Then, _____.

3. Next, _____.

4. After that, _____.

5. Finally, _____.


1. Have students look at Speaking and write sentences about one of the stories.
2. Divide the students into pairs.
3. Have students take turns reading their stories to each other.
4. Afterwards, have some students read their stories in front of the class.

LISTENING Listen and draw lines. There is one example. 

October 22nd August 21st March 5th

Example



1.  2.  3.  4. 

February 20th March 3rd May 18th

1. Have students look at the picture and call out the people and activities they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and draw lines.
4. Play audio again.
5. Play audio again and check answers as a whole class.

Track 57 

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

B: When's your birthday, Kim?

G: It's on August 21st.

B: August 23rd?

G: No, August 21st.

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

1. B: When's the English test?

G: It's on the 20th.

B: And which month?

G: It's on February 20th.

2. B: When's the Math test? Is it on March 5th?

G: No, it's on March 3rd.

B: March 3rd? That's next week. We have to study hard.

3. B: When's your singing practice?

G: It's on May 18th.

B: May 18th? That's next weekend. Can I go?

G: Sure, you can sing, too.

4. B: When's your guitar practice?

G: It's on October 22nd.

B: October 22nd?

G: Yes, that's right.

Narrator: Now listen again.

READING & WRITING Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

played made read came gave sang ~~had~~

My name is Tom. Last Sunday, we had a surprise birthday party for Alfie. It was fun. All our friends (1) _____. We (2) _____ the "Happy Birthday" song to Alfie. My mother (3) _____ a strawberry cake for Alfie. It was very good. My father (4) _____ guitar and danced. Alfie had a lot of presents. I (5) _____ Alfie a dinosaur. He really liked it. It was a great party. Alfie was very happy!

Now choose the best name for the story. Tick one box.

- Tom's surprise party
- Tom's great Saturday
- Alfie's surprise party

1. Have students look at the story 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 and choose the best name for the story.

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 "Board" game. Ask and answer.

Pair 1 vs. Pair 2

START

5:00 pm

May

Tony's birthday

last weekend

tomorrow

7:00 pm

last Friday

June

GO AHEAD TWO SPACES

next weekend

GO BACK ONE SPACE

last month

9:30 am

November

Teachers day

What are you going to do next year? I'm going to _____

5:30 pm

FINISH

▲ What time is _____?

■ When's _____?

◆ We went _____. How was it?

● What are you going to do _____?

★ Retell the story of _____.

🔥 Practice the conversation.

👉 winner: move 2 spaces
👈 loser: move 1 space

1. Divide the class into groups of four, with two students in each team.
2. Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.
3. Have students match the symbols to the structures, ask and answer or practice (if the question or answer is incorrect, that team moves back one space).
4. Swap roles and repeat until the game is finished (rock, paper, scissors is played each turn).
5. Before the end of the lesson, check the answers as a whole class.

I CAN...

- I can talk about times and dates.
- I can talk about things in the past and future plans.
- I can retell a story.



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

- I can talk about times and dates.
- I can talk about things in the past and future plans.
- I can retell a story.

'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).