Week: 27 Date of planning: 16/03/2024

Period: 105 Date of teaching: 19/03/2024

**UNIT 16: WEATHER**

**Lesson 1 – Period 1**

**I. OBJECTIVES:** By the end of the lesson, pupils will be able to:

**1. Knowledge:** – understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the weather in the past.

–  correctly say the words and use *What was the weather like last weekend?* – *It was \_\_\_\_\_*. to ask and answer questions about the weather in the past.

– enhance the correct use of *What was the weather like yesterday?* – *It was \_\_\_\_\_*. to ask and answer questions about the weather in a freer context.

**2. Competences** – Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes** – Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  -Greet the class and encourage pupils to respond to the greeting.  **-** Have some pupils say the chant from Lesson 3 of Unit 15. Praise them and get the class to cheer or clap if they do a good job. | Whole class/ Individual work |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes  *\*. Goal:* *To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the weather in the past.*  **-** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. 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.  **-** Draw pupils’ attention to the question *What was the weather like in Sa Pa?* and the answer *It was sunny.* Tell pupils that they are used to ask and answer questions about the weather in the past. | Whole class/ Individual work  Pair work  Whole class |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes  \*. *Goal: To correctly say the words and use What was the weather like last weekend? – It was \_\_\_\_\_. to ask and answer questions about the weather in the past.*  **-** Have pupils look at the pictures and elicit the weather in each picture.  **-** Have pupils point at Picture **a** (rainy weather), listen to the recording and repeat the word (*rainy*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.  **-** Point at the first bubble and have pupils listen to and repeat after the recording (*What was the weather like last weekend?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It was rainy*.). Repeat the same procedure with the other three pictures.  **-** Have some pairs of pupils practise asking and answering the question *What was the weather like last weekend? – It was \_\_\_\_\_.*  **-** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Audio script:**  ***a.*** *rainy* ***b.*** *windy* ***c.*** *sunny* ***d.*** *cloudy* ***a.*** *A: What was the weather like last weekend? B: It was rainy.*  ***b.*** *A: What was the weather like last weekend? B: It was windy.*  ***c.*** *A: What was the weather like last weekend? B: It was sunny.*  ***d.*** *A: What was the weather like last weekend? B: It was cloudy.* | Whole class/ Individual work  Pair work  Whole class/ Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes  *\*. Goal: To enhance the correct use of What was the weather like yesterday? – It was \_\_\_\_\_. to ask and answer questions about the weather in a freer context.*  **-** Draw pupils’ attention to the picture. Have them look at the weather icons and identify the weather in each place. Check comprehension.  **-** Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.  **-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.  **-** Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well. | Whole class/ Individual work  Pair work |
| **Fun corner and wrap-up:** 5 minutes  Play the online game from <https://www.eslgamesplus.com/weather-vocabulary-interactive-game-for-esl-teaching/>  **Preparation for the project:** Ask pupils to prepare for the project on page 61 by doing a survey on their favourite subjects and the reasons why they like these subjects as homework so that they can present the results at Project time. | Whole class |

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Week: 27 Date of planning: 16/03/2024

Period: 106 Date of teaching: 19/03/2024

**UNIT 16: WEATHER**

**Lesson 1 – Period 2**

**I. OBJECTIVES**

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

**1. Knowledge**– listen to and understand four communicative contexts in which pupils ask and answer questions about the weather and number the correct pictures.

– complete four gapped exchanges with the help of picture cues.

– Sing the song *What was the weather like yesterday?* with the correct pronunciation, rhythm and melody.

**2.Competences** – Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes** – Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

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| **Teacher’s and pupils’ activities** | **Interaction** |
| **Warm-up and review:**  5 minutes  Greet the class and encourage pupils to respond to the greeting.   * **-** Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about the weather. They may use the target language in Activities 2 and 3. | Whole class/ Individual work |
| **PRACTICE**  **Activity 4. Listen and number.**  5 minutes  *\*. Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the weather and number the correct pictures.*  **-** Draw pupils’ attention to the pictures. Elicit the weather in each picture. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **-** Repeat for Exchanges **2**, **3** and **4**.  **-** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **-** Play the recording again for pupils to double-check their answers.  **Key: 1.** d **2.** a **3.** c **4.** b | Whole class/  Individual work  Pair work  Whole class/  Individual work |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes  *\*. Goal: To complete four gapped exchanges with the help of picture cues.*  **-** Have pupils look at the pictures. Get them to identify the weather icon in each picture.  **-** Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences.  **-** Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the answer. Then have them look at the picture and identify the weather icon. Ask them to complete the gap (*What was the weather like in Sa Pa last Sunday? – It was cloudy.*).  **-** Repeat the same procedure with Exchanges **2**, **3** and **4**. Draw pupils’ attention to two gaps in Exchanges **3** and **4**.  **-** Have pupils complete the exchanges individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.  **Key: 1.** cloudy **2.** rainy **3.** What was; windy **4.** weather; It was sunny | Whole class/ Individual work  Whole class/ Pair work |
| **PRODUCTION**  **Activity 3. Let’s sing.** 8 minutes  *\*. Goal: To sing the song What was the weather like yesterday? with the correct pronunciation, rhythm and melody.*  **-** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **-** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation, rhythm and melody.  **-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording.  **-** Play the recording all the way through for pupils to sing along.  **-** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | Whole class/ Individual work  Group work |
| **Fun corner and wrap-up:** 5 minutes  **Option 1:** ppt  **Option 2:** play RACING HORSES game  **Option 3:** Singing competition  If pupils perform well prepare some flashcards with other subjects to change the lyrics | Whole class |

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Week: 27 Date of planning: 16/03/2024

Period: 107 Date of teaching: 21/03/2024

**UNIT 16: WEATHER**

**Lesson 2 – Period 3**

**I. OBJECTIVES**

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

1. **Knowledge:** – understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.

– correctly say the words and use *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond.

– enhance the correct use of *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond in a freer context.

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

**Attributes** - Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

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| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  - Greet the class and encourage pupils to respond to your greeting.  **-** Spend a few minutes revising Lesson 1 by calling on a few pairs of pupils to act out the dialogue in Activity 1. Have pupils sing the song *What was the weather like yesterday?* | Whole class/ Individual work |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes  *\*. Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.*  **-** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).  **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.  **-** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **-** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **-** Draw their attention to the question *Do you want to go to the water park with me*? and the answer *Great! Let’s go.* Tell pupils that they are used to make suggestions to go somewhere and respond. | Whole class/  Individual work  Pair work  Whole class  Pair work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes  \*. Goal: To correctly say the words and use *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond.  **-** Have pupils look at the pictures and elicit the names of the places. Have the class repeat the words a few times. Check comprehension. **-** Have pupils point at Picture **a**, listen to the recording and repeat the word (*food stall*). Repeat the same procedure with the other three pictures.  **-** Point at the speech bubbles and have pupils listen to and repeat after the recording (*Do you want to go to the food stall? – Great! Let’s go.*). Draw pupils’ attention to the word *yes* under the picture. Point at Picture **a** and have pupils listen to and repeat the sentences until they feel confident. Do the same procedure with P **b**, **c** and **d**.  **-** Have pupils work in pairs and practise asking and answering the question *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* using speech bubbles and Pictures **a**, **b**, **c** and **d**.  **-** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | Whole class/ Individual work  Pair work  Whole class/ Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes  \*. Goal: To enhance the correct use of *Do you want to go to the \_\_\_\_\_? – Great! Let’s go. / Sorry, I can’t.* to make suggestions to go somewhere and respond in a freer context.  **-** Draw pupils’ attention to the picture. Have them say the names of the places in the picture. Ask questions to help them identify the context (see *Input*).  **-** Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.  **-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise making suggestions and responding in pairs, using picture cues. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.  **-** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well. | Whole class/ Individual work  Individual work |
| **Fun corner and wrap-up:** 5 minutes  Cut off the places in the board and guide pupils to practise asking and answering “Let’s go to the….” “Great…” “Sorry…”  **-Play Pirate treasure game from**  [**https://www.eslgamesplus.com/weather-vocabulary-esl-interactive-board-game/**](https://www.eslgamesplus.com/weather-vocabulary-esl-interactive-board-game/) | Whole class |

Week: 27 Date of planning: 16/03/2024

Period: 108 Date of teaching: 21/03/2024

**UNIT 16: WEATHER**

**Lesson 2 – Period 4**

**I. OBJECTIVES**

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

**1. Knowledge:**– listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.

– complete two gapped exchanges with the help of picture cues.

– revise the target vocabulary items and structures by playing *Slap the board* game.

**2. Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes** - Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

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| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  -Greet the class and encourage pupils to respond to the greeting.  -Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns suggesting a place and giving responses. *Let’s \_\_\_\_?* – Great/ Sorry….. | Whole class/ Individual work |
| **PRACTICE**  **Activity 4. Listen and match.**  5 minutes  *\*. Goal : To listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.*  **-** Draw pupils’ attention to the pictures of the two characters and the places. Identify them as a class.  **-** Play the recording for Exchange **1**. Ask pupils to listen and identify the correct picture (**a** or **b**) and draw a line to match the character (Ben) to the correct place (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.  **-** Repeat **Step 2** for Exchange **2**. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **-** Play the recording again for pupils to double-check their answers.  **Key: 1.** b **2.** a | Whole class/ Individual work  Pair work  Whole class  Pair work/ Individual work |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes  *\*. Goal: To complete two gapped exchanges with the help of picture cues.*  **-** Have pupils look at the pictures. Ask them to identify the weather in the pictures.  **-** Get pupils to look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.  **-** Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the first gap (*sunny*). Then have them look at the picture and identify the weather. Ask them to complete the gap (*What’s the weather like today? – It’s sunny.*). Repeat the same procedure with the other gaps.  **-** Have pupils complete the exchanges individually and ask a few pairs of pupils to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.  **Key: 1.** sunny; Great **2.** water park; I can't | Whole class/ Individual work  Individual work  Whole class  Whole class |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes  \*. Goal: To revise the target vocabulary items and structures by playing *Slap the board* game.  **-** Tell pupils the goal of the game and how to play it. Set time for pupils to play the game.  **-** Put five flashcards or write the names of five places on the board. Divide the class into four teams. Ask one representative of each team to come to the front.  **-** Say, for example *I want to go to the bookshop.* The pupil who is the quickest to slap the correct picture / word gets one point for his / her team. Repeat the same procedure with the other pictures / words on the board.  **-** The team that gets the most points at the end of the game wins. | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |
| **Fun corner and wrap-up:** 5 minutes  **Game: Guess where?**  Call some pupils to write down or draw their favourite place, describe the word/ drawing and ask the rest to guess the place and count how many pupils want to go to that place by asking Let’s go to the…. | Whole class |

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Week: 28 Date of planning: 16/03/2024

Period: 109 Date of teaching: 26/03/2024

**UNIT 16: WEATHER**

**Lesson 3 – Period 5**

**I. OBJECTIVES**

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

**1. Knowledge:**

–  correctly repeat the two-syllable words '*sunny* and '*rainy* with the stress on the first syllable in isolation and in the sentences *It’s* '*sunny today.* and *I don’t like* '*rainy weather.* with the correct pronunciation and intonation.

–  identify the target words *sunny* and *rainy* while listening.

– say the chant with the correct rhythm and pronunciation.

**2. Competences**

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

**3. Attributes**

– Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  Greet the class and encourage pupils to respond to the greeting.  **-** Spend a few minutes revising the previous lesson by asking pupils to play *Slap the board* game using the language learnt. | Whole class/ Individual work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes  \*. Goal: To correctly repeat the two-syllable words '*sunny* and '*rainy* with the stress on the first syllable in isolation and in the sentences *It’s* '*sunny today.* and *I don’t like* '*rainy weather.* with the correct pronunciation and intonation.  **-** Draw pupils’ attention to the word '*sunny* and the sentence *It’s* '*sunny today.* Play the recording and encourage them to point at the word and sentence while listening. Explain to pupils what word stress is, in Vietnamese if necessary (word stress is the emphasis that you put on a syllable by saying it more loudly). Tell them that we use the stress mark (') to indicate word stress.  **-** Play the recording again and encourage pupils to listen to and repeat the word and the sentence. Do this a few times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.  **-** Repeat **Steps 1** and **2** for the word '*rainy* and the sentence *I don't like* '*rainy weather.*  **-** Let pupils work in pairs or groups to say the words '*sunny* and '*rainy,* and read the sentences *It’s* '*sunny today.* and *I don’t like* '*rainy weather.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | Whole class/  Individual work  Pair work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen and circle.**  10 minutes  *\*. Goal: To identify the target words sunny and rainy while listening*.  **-** Draw pupils’ attention to the incomplete sentences and answer options. Explain what pupils have to do. Check comprehension.  **-** Play the recording for pupils to listen to. Play the recording again for pupils to listen and circle the correct options.  **-** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.  **-** Play the recording again so that pupils can double-check their answers.  **Key: 1.** c **2.** a | Whole class/ Individual work  Pair work  Whole class |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes  *\*. Goal: To say the chant with the correct rhythm and pronunciation.*  **-** Draw pupils’ attention to the lyrics of the chant. Check comprehension.  **-** Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to two-syllable words with the stress on the first syllable in the chant, e.g. *sunny, cloudy, windy* and *rainy*, and the sentences containing those words.  **-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting. | Whole class/ Individual work  Group work |
| **Fun corner and wrap-up:** 5 minutes  \*. Miming game: guide pupils to act the weather (sunny- wearing glasses/ pretend to wear a hat)  -Divide them into groups to take turns to mime and guess if their friends like or dislike the weather they mime. | Whole class/ … |

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Week: 28 Date of planning: 16/03/2024

Period: 110 Date of teaching: 26/03/2024

**UNIT 16: WEATHER**

**Lesson 3 – Period 6**

**I. OBJECTIVES:** By the end of the lesson, pupils will be able to:

**1. Knowledge:** – read a text and circle the correct answers.

–  read and write about the weather and suggestions to go somewhere;

–  make a weather chart, then tell the class about it at Project time.

**2. Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes** - Self-control & independent learning: perform listening tasks

**II. Preparation.**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  **-** Greet the class and encourage pupils to respond to the greeting. Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant audio 62 and clapping their hands. Change the words to make it fun and challenging. | Whole class/ Individual work |
| **PRACTICE**  **Activity 4. Read and circle.**  5 minutes  *\*. Goal : To read a text and circle the correct answers.*  **-** Draw pupils’ attention to the text and read it as a class. Check comprehension.  **-** Draw pupils’ attention to the incomplete sentences and answer options. Explain what pupils have to do. Have them pay attention to the sentences about the weather and the places the characters go to. Ask pupils to read the text again and circle the correct answers.  **-** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **-** Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again. If time allows, ask them to read the text aloud in front of the class.  **Key: 1.** c **2.** c **3.** a **4.** a | Whole class  Individual work  Whole class  Pair work |
| **PRODUCTION**  **Activity 5. Let’s write.**  10 minutes  *\*. Goal : To complete a gapped paragraph about weather and suggestions to go somewhere.*  **-** Tell the class the goal of this activity: pupils read the gapped text and fill in the gaps using appropriate answers of their choice. Check comprehension.  **-** Write the first gapped sentence on the board: *My father wants to go to the \_\_\_\_\_.* Read the sentence as a class. When you reach the gap, point to it and encourage pupils to give an appropriate answer. Give pupils time to write the answer.  **-** Repeat **Step 2** for the other gapped sentences. **-** If time allows, invite a few pupils to read the sentences they have completed in front of the class. | Whole class/ Individual work  Individual work  Whole class |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes  *\*. Goal: To make a weather chart and present it to the class by using the target language.*  **-** Tell pupils the goal of this activity. Explain that they are going to show weather charts that they have made at home and tell the class about the weather last weekend and today in different places.  **-** Have pupils work in groups of five. Each pupil shows his / her chart that they have made at home and tells the group about the weather last weekend and today in different places, e.g. *It was sunny in Ha Noi last weekend. It’s rainy in Ha Noi today. It was sunny in Da Nang last weekend. It’s windy in Da Nang today.* Go around the classroom and offer help if necessary (e.g. when pupils need some more vocabulary to talk about weather).  **-** Invite some pupils to show their work and talk about the weather in front of the class. Have pupils stick their charts on the wall as a display. | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |
| **Fun corner and wrap-up:** 5 minutes  **- Singing along with TPR**  say some words related to weather, using TPR technique to guide pupils how to sing with TPR, for example, hands to show the rain is falling. Then sing and act. Start with the song in the textbook, audio 56. Replace the words to help pupils revise the words learnt. | Whole class/ individuals/ groups |

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