

# Unit 15 When's Children's Day?

## Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️

a Hi, Mai. You look very smart today!  
Yes, because we're having a party.

b What party is it?  
It's a party for Children's Day.

c When is it?  
It's on the first of June.

d Come and join us.  
Yes! Thank you.

2 Point and say. 🗣️ 👂

When is \_\_\_\_\_ ?

It's on \_\_\_\_\_ .



Work in pairs. Ask your partners about holidays and festivals in Viet Nam and other countries. 🗣️ 👂



## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Festivals*.
- ask and answer questions about popular festivals, using *When is + (festival)? It's on ...*
- ask and answer questions about what people do at a festival, using *What do you do at/on + (festival)? I ...*
- pronounce the sounds of the letters *cl* and *fl* in the words *clothes*, *close*, *flowers* and *floor* respectively.

**Warm-up:** Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to talk about their family members (e.g. *My mother's name is Len. She's a nurse. She works in a hospital in the town. She's slim and tall.*)

### 1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about popular festivals.
- Ask pupils to look at the four pictures to discuss the context in which the language is used. Ask questions such as *Who are they? Where are they?* and *What are they talking about?* (In Picture a, Mai looks smart because she is having a party. In Picture b, Tom asks Mai about the party, using *What party is it?* and she answers *It's a party for Children's Day*. In Picture c, Tom asks *When is it?* and Mai answers *It's on the first of June*. In Picture d, Mai invites Tom to join their party.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupil to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about popular festivals.
- Have them look at the bubbles to understand how the question and answer are used. Then ask them to look at the four pictures to identify the festivals. Teach the words and phrases under the pictures.
- Point to the first picture and do the task with one pupil as a model, using the question and answer in the bubbles and the words under the picture. (Teacher: *When is New Year?* Pupil: *It's on the first of January.*) Ask pupils to say the question and the answer chorally. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the words/phrases under the pictures. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class.

### Work in pairs. Ask your partners about holidays and festivals in Viet Nam and other countries.

- Tell pupils that they are going to practise asking and answering questions about popular festivals/holidays, using *When is ... ? It's on ...*
- Ask pupils to suggest festivals/holidays in Viet Nam and other countries, and write them on the board.
- Have pupils work in pairs: one pupil asks *When is + (festival/holiday)?* and the other answers *It's on ...* Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class. The rest of the class observes.

**3** Listen and tick. 🎧 📌

- |    |  |  |  |
|----|--|--|--|
| 1. |  a <input type="checkbox"/> |  b <input type="checkbox"/> |  c <input type="checkbox"/> |
| 2. |  a <input type="checkbox"/> |  b <input type="checkbox"/> |  c <input type="checkbox"/> |
| 3. |  a <input type="checkbox"/> |  b <input type="checkbox"/> |  c <input type="checkbox"/> |

**4** Look and write. 👁️ 🗨️

1. When is Christmas?  
It's on \_\_\_\_\_.



2. When is Teachers' Day?  
It's on \_\_\_\_\_.



3. When is Children's Day?  
It's on \_\_\_\_\_.



**5** Let's sing. 🎵

**Happy New Year!**

Happy, Happy New Year!  
Happy, Happy New Year!  
Time for hope and time for cheer.  
Happy, Happy New Year!

Happy, Happy New Year!  
Happy, Happy New Year!  
A song of joy for all to hear.  
A new year comes! We say, hooray!  
Happy New Year!





**Warm-up:** Spend a few minutes revising the previous lesson. Get some pairs of pupils to the front of the class to ask and answer about festivals, using *When is ... ? It's on ...*

### 3. Listen and tick.

- Tell the class that they are going to listen to three dialogues about some popular festivals and tick the correct pictures.
- Have pupils look at the pictures to identify the festivals. (1a. Christmas (25<sup>th</sup> December). 1b. New Year (1<sup>st</sup> January). 1c. Children's Day (1<sup>st</sup> June). 2a. Teachers' Day (20<sup>th</sup> November). 2b. Christmas (25<sup>th</sup> December). 2c. New Year (1<sup>st</sup> January). 3a. Christmas (25<sup>th</sup> December). 3b. Halloween (31<sup>st</sup> October). 3c. Children's Day (1<sup>st</sup> June).) Explain that Halloween is celebrated on 31<sup>st</sup> October, where children dress as ghosts and ask neighbours for sweets. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them that they should focus on the names of festivals.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** 1 b 2 a 3 c

### 4. Look and write.

- Tell pupils that they are going to complete the answers to the questions about popular festivals, using the picture cues.
- Give them a few seconds to look at the answers and to guess the missing words they need to fill the gaps. Then focus their attention on the pictures. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs of pupils to act out the dialogues.

**Key:** 1 the twenty-fifth of December      2 the twentieth of November  
3 the first of June

### 5. Let's sing.

- Tell the class that they are going to sing the song *Happy New Year!* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- First, have pupils read each line of the lyrics aloud. Do choral and individual repetition. Check comprehension. Then play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask a group of four pupils to the front to sing the song.
- Have the class sing the song again and clap their hands or do actions to reinforce learning.

#### Audio script

1. *Akiko:* You look smart today, Tom.  
*Tom:* We are going to have a party for New Year.  
*Akiko:* When is New Year in your country?  
*Tom:* It's on the first of January.
2. *Linda:* Mai, you have lots of beautiful flowers.  
*Mai:* Yes. For our teachers. We are having Teachers' Day!  
*Linda:* When is it?  
*Mai:* It's on the twentieth of November.
3. *Tom:* Where are you going, Phong?  
*Phong:* I'm going to the supermarket. I want some cakes and sweets for Children's Day.  
*Tom:* Children's Day? When is it?  
*Phong:* It's on the first of June.



# Lesson 2

## 1 Look, listen and repeat. 🗣️ 👂 🗣️

**a** What are you doing, Mai?  
I'm decorating my house. It's Tet soon.

**b** What do you do at Tet?  
I wear nice clothes.

**c** What else?  
I eat a lot of *banh chung*.

**d** I get lucky money from my parents.  
Oh, I like Tet!

## 2 Point and say. 🗣️ 🗣️

What do you do at Tet?



**a** make *banh chung*

**b** decorate the house

**c** watch firework displays

**d** visit grandparents

## 3 Let's talk. 🗣️ 🗣️

- When is ...?
- What do you do at/on ...?

**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *Happy New Year!* The class may sing the song together and clap hands or do actions.

### 1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about what people usually do at a festival.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask pupils questions such as *Who are they? Where are they? What are they doing?* (In Picture a, Mai is decorating the house. In Pictures b to d, Linda asks Mai *What do you do at Tet?* and Mai answers *I wear nice clothes. I eat a lot of banh chung and I get lucky money from my parents.*) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what people do at Tet.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what people do at Tet. Teach the phrases *make banh chung, decorate the house, watch firework displays* and *visit grandparents*.
- Point to the first picture and model the task with one pupil, using the question in the first bubble and the phrase under the picture for the answer. (Teacher: *What do you do at Tet?* Pupil: *I make banh chung*). Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to role-play the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

### 3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.
- Ask them to work in pairs, one asking the questions *When is + (festival)?* and *What do you do at/on + (festival)?* and the other giving the answers. You may suggest more phrases for pupils to use (e.g. *Tet, Teachers' Day, Children's Day, New Year, Christmas, go shopping, buy food and drink, play sports and games, visit teachers and friends*).
- Select some pairs to role-play the dialogue in front of the class.



**4** Listen and circle. 🎧 🎧

What do they do at Tet?

1. Phong \_\_\_\_\_.  
a. buys flowers  
b. decorates the house
2. His parents \_\_\_\_\_.  
a. go shopping  
b. make *banh chung*
3. His sister \_\_\_\_\_.  
a. wears new clothes  
b. gets lucky money
4. Phong and his sister \_\_\_\_\_.  
a. watch firework displays  
b. visit teachers

**5** Look and write. 👁️ ✍️

What do they do at Tet?



1. Mai and her mother



3. Nam and his family



2. Phong and his father



4. Hoa and her brother

**6** Let's play. 🧑🧒

Match the phrases to make sentences. Tell your partners about them.

**Physical line-up**

... get presents.

At Tet, we ...

... have a party.

For Children's Day, we ...

... give flowers.

For Teachers' Day, we ...

**Warm-up:** Spend a few minutes revising the previous lesson by playing *Pass the secret!*. Follow the procedure in *Games in Introduction*. Ask pupils to talk about what they do at Children's Day, New Year, Teachers' Day, Tet, etc.

#### 4. Listen and circle.

- Tell the class that they are going to listen to four dialogues and circle the phrases to complete the answers to the question *What do they do at Tet?*
- First, ask pupils to read the question. Then have them look at each answer and guess what Phong and his family do at Tet.
- Play the recording more than once if necessary for them to listen and circle the answers.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 a    2 b    3 b    4 a

##### Audio script

- |   |   |
|---|---|
| 1. Phong: It's Tet soon.                                    | 3 & 4. Linda: What does your sister do at Tet?  |
| Linda: What do you do at Tet?                               | Phong: She's only four. So she eats <i>banh chung</i> and gets lucky money from my parents. |
| Phong: I buy flowers.                                       | Linda: Oh! She must be happy!   |
| Linda: Oh, I see.   | Phong: I also watch firework displays with her.   |
| 2. Linda: What about your parents? What do they do?         | Linda: I like watching firework displays too!   |
| Phong: They decorate the house and make <i>banh chung</i> . | Phong: Yes, they are colourful. My sister likes them very much.                             |
| Linda: I like <i>banh chung</i> very much.                  |   |
| Phong: Me too.  |   |

#### 5. Look and write.

- Tell pupils that they are going to complete the sentences about what the characters do at Tet, using the picture cues.
- First, ask them to look at the incomplete sentences and identify the missing information. Then have them look at the four pictures to identify where the characters are and what they do at Tet. Have them find appropriate phrases to complete the sentences.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.

**Key:** 1 go shopping                      2 decorate the/their house  
3 make *banh chung*                      4 visit their grandparents

#### 6. Let's play.

- Tell pupils that they are going to play *Physical line-up*. Follow the procedure in *Games in Introduction*.
- Put pupils in groups. Write sentences about different festivals on large pieces of paper. Then cut each into two halves and put all the pieces into a box. The number of pieces in the box should be the same as the number of pupils in the group.
- Ask the pupils to each draw a piece of paper from the box. Each pupil should find the person with the other half of their sentence and together read the sentence aloud. Continue the game with another group of pupils.



# Lesson 3

## 1 Listen and repeat. 🎧 🗣️

**cl** clothes

She wears new clothes at Tet.

**close**

Close the door, please.

**fl** flowers

My mother buys lots of flowers for Tet.

**floor**

I clean the floor in the afternoon.

## 2 Listen and write. Then say aloud. 🎧 ✍️ 😊

1. We give our teachers lots of \_\_\_\_\_ on Teachers' Day.
2. \_\_\_\_\_ the door, please.
3. The \_\_\_\_\_ are beautiful.
4. She's cleaning the \_\_\_\_\_ now.

## 3 Let's chant. 🗣️

### What do you do at Tet?

We buy flowers  
And decorate the house.  
We clean the floor  
And we wear new clothes.  
We go out  
And run along the street.  
We see our family  
And all our friends.



**Warm-up:** Spend a few minutes revising the previous lesson by calling a group of four pupils to the front of the class to play the game *Physical line-up*, using the sentence halves you prepared for the last lesson.

### 1. Listen and repeat.

- Tell pupils that they are going to practise pronouncing the sounds of the letters *cl* and *fl* in the words *clothes*, *close*, *flowers* and *floor* respectively.
- First, put the letters *cl* and *fl* and the words *clothes*, *close*, *flowers* and *floor* on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sounds, words and sentences in front of the class. Check as a class and correct the pronunciation, if necessary.

### 2. Listen and write. Then say aloud.

- Tell pupils that they are going to listen to the recording and complete the sentences.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and write the words to complete the sentences. Play the recording more than once, if necessary. Go around and offer help.
- Have them swap their answers before checking as a class.
- Ask pupils to read the sentences aloud. Check as a class or correct pronunciation, if necessary.

**Key:** 1 flowers    2 Close    3 clothes    4 floor

#### Audio script

1. We give our teachers lots of flowers on Teachers' Day.
2. Close the door, please.
3. The clothes are beautiful.
4. She's cleaning the floor now.

### 3. Let's chant.

- Tell pupils that they are going to say the chant *What do you do at Tet?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions. Call one group of four to give a demonstration.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around and offer help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



4 Read and write. 🧐 🥰

Hello. I'm Mai. It's Tet soon. I have a lot of fun with my family. Before Tet, we go to the market and buy many flowers. We decorate our house and make *banh chung*. We have a big party and watch the firework displays. During Tet, we visit our grandparents, teachers and friends. We love Tet very much.

1. It's \_\_\_\_\_ soon.
2. Mai's family go to the market and buy many \_\_\_\_\_.
3. They decorate \_\_\_\_\_ and make \_\_\_\_\_.
4. They watch \_\_\_\_\_.
5. They visit \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

5 Write about your Tet. 🥰

Before Tet, I \_\_\_\_\_  
\_\_\_\_\_.

During Tet, I \_\_\_\_\_  
\_\_\_\_\_.


6 Project 🎨

Make a greeting card for Tet. Then write wishes to your friend.

To: \_\_\_\_\_

Wishes: \_\_\_\_\_  
\_\_\_\_\_

From: \_\_\_\_\_



**Warm-up:** Spend a few minutes revising the previous lesson. Get one group of pupils to go to the front of the class to say the chant *What do you do at Tet?* and do actions.

#### 4. Read and write.

- Tell pupils that they are going to read the text about Tet and complete the sentences.
- First, have them read the incomplete sentences under the text and elicit what words they need to fill the gaps. Focus pupils on the activities children do at Tet. Then ask them to read the text to find appropriate information to complete the sentences (e.g. *What festival is it soon? What does Mai's family buy? What do they decorate, make and watch? Who do they visit?*)
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer questions about the text.

**Key:** 1 Tet                    2 flowers                    3 their house, *banh chung*  
4 the firework displays                    5 their grandparents, teachers, friends

#### 5. Write about your Tet.

- Tell pupils that they are going to write a short paragraph about Tet. They may use the information from Activity 4.
- Have pupils work in pairs or groups to discuss what they do at Tet. Focus pupils on the things they do before Tet and during Tet. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers.
- If there is time, ask one pupil to write the paragraph on the board or read it aloud.

**Key:** *Pupils' own answers*

#### 6. Project

- Tell the class that they are going to make greeting cards for Tet and write wishes to their friends. Explain the task and check understanding.
- Give each pupil a small card and some colour pencils. Ask them to draw a card for Tet. After decorating the cards, they should copy the text from the Pupil's Book and fill in the information.
- Give them time to do the task during the lesson or ask them to do it as homework.
- Get pupils to swap their cards in pairs.
- Call some of them to the front of the class and read aloud what their partners have written.

**Example:**

To: Quoc Anh  
Wishes: Happy New Year! Have fun at Tet!  
From: Kim Ngan

**Key:** *Pupils' own answers*