

Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️

a Hi, Phong. Where are you going?
I'm going to the bookshop. I want to buy some books.

b Oh! I want to buy some books, too.
OK. Let's go to the bookshop together.

c Good idea! Where's the bookshop?

d Here!

2 Point and say. 🗣️ 👂 🗣️

Let's go to the _____.
I want to _____.

Great idea!



a bakery/
buy some bread



b pharmacy/
buy some medicine



c supermarket/
buy some food



d sweet shop/
buy some chocolate

Work in pairs. Suggest some places to go and say why. 🗣️ 👂

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *The neighbourhood*.
- make and respond to suggestions to go somewhere, using *Let's go to the ...* and *Great idea! / Sorry, I'm busy*.
- ask for and give reasons for going somewhere, using *Why do you want to go to the ...? Because I want to ...*
- understand what a syllable is and how to divide words into syllables.

Warm-up: Prepare pupils for the unit by asking them to say the names of some places in the neighbourhood in Vietnamese. Then teach them the English words (e.g. *bookshop, supermarket, bakery*).

1. Look, listen and repeat.

- Tell the class that they are going to learn about making suggestions to go somewhere and responding to the suggestions.
- Have pupils read the story to understand how the language is used. Ask questions such as *Who are they? Where are they going? What are they talking about?* (In Picture a, Mai asks Phong where he is going and he answers he is going to the bookshop. In Picture b, Phong makes a suggestion to go to the bookshop, using *Let's go to the bookshop together*. In Pictures c and d, Phong and Mai go to the bookshop together.) Check comprehension.
- Play the recording again so they can listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language note: *Let's = Let us*

2. Point and say.

- Tell pupils that they are going to practise making suggestions to go somewhere and responding to suggestions.
- Have them look at the pictures and the words and phrases under them. Point to the first picture and ask them to say *bakery* and *buy some bread*. Then have them put the word and phrase into the blanks in the bubble and say *Let's go to the bakery. I want to buy some bread. Great idea! / Sorry, I'm busy*. Have them repeat the sentences chorally and individually.
- Ask pupils to work in pairs and do the task. They should respond with *Great idea!* or *Sorry, I'm busy*, depending on whether they want to go to the place.
- Call a few pairs to act out the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

Language note: *Bread, medicine, food* and *chocolate* are uncountable nouns.

Work in pairs. Suggest some places to go and say why.

- Tell pupils that they are going to practise making and responding to suggestions to go somewhere.
- Ask them to work in pairs: one pupil makes a suggestion to go somewhere and the other responds to the suggestion. Then they swap roles and continue.

3 Listen and tick. 🎧 ✎

1. Where do Phong and Linda go?



a



b

2. What do they want?



a



b

3. Where do Mai and Tony go?



a



b

4. What do they want?



a



b

4 Look and write. 👁️ ✎



1. Let's go to the bookshop.
I want to buy some books.



2. Let's go _____.
I want to _____.



3. Let's go _____.
I want to _____.



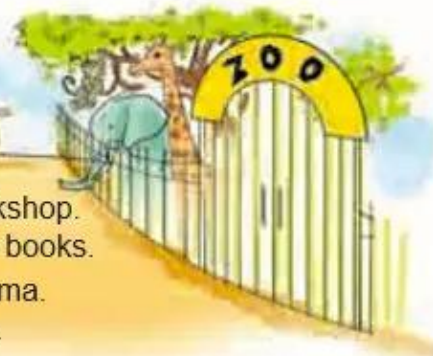
4. Let's go _____.
I want to _____.

5 Let's sing. 🎵

Let's go ...



Let's go to the bookshop.
I want to buy some books.
Let's go to the cinema.
I want to see a film.



Let's go to the zoo.
I want to see the animals.

Warm-up: Spend a few minutes revising the previous lesson. Get pupils to play *Bingo*, using the places in the neighbourhood they have learnt (e.g. *bookshop, sweet shop, supermarket, bakery, pharmacy, school, park, zoo, cinema*).

3. Listen and tick.

- Tell the class that they are going to listen to two dialogues and tick the correct pictures.
- Have pupils look at the pictures to identify the shops and objects. (1a. A sweet shop. 1b. A bookshop. 2a. Some books. 2b. Some pens. 3a. A supermarket. 3b. A bakery. 4a. Some vegetables. 4b. Some drinks.) Check understanding. Then ask them to read the questions and guess the answers.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the pictures. Tell them that they should focus on the places the characters go and why they want to go there.
- 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 a 4 b

Audio script

1. *Linda:* Hi, Phong. Where are you going?
Phong: I'm going to the bookshop. I want to buy some books.
2. *Linda:* Oh! I want to buy some books, too.
Phong: OK, let's go to the bookshop together.
3. *Tony:* Hi, Mai! Where are you going?
Mai: I'm going to the supermarket. I want to buy something to drink.
4. *Tony:* I want something to drink, too.
Mai: OK. Let's go to the supermarket together.

4. Look and write.

- Tell pupils that they are going to complete the sentences, using the picture cues.
- Give them a few seconds to look at the first picture and the worked example. Have them look at the pictures and think about the appropriate places and suitable reasons to complete the sentences. Check comprehension. If necessary, get pupils to work in pairs.
- 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, invite some of them to read aloud the complete sentences.

Key: to the bakery, buy some cakes/bread
to the sweet shop, buy some sweets
to the pharmacy, buy some medicine

5. Let's sing.

- Tell pupils that they are going to sing the song *Let's go ...* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a group to go to the front of the class to sing the song and clap hands or do actions.
- Have the class sing the song again and clap their hands or do actions to reinforce learning.

Lesson 2

1 Look, listen and repeat. 🗣️ 🎧 🗣️

a Let's go to the zoo, Linda.
Sorry. I can't.

b How about you, Mai?
Would you like to go to the zoo?
Yes, I'd like to. Can we go to the supermarket first?

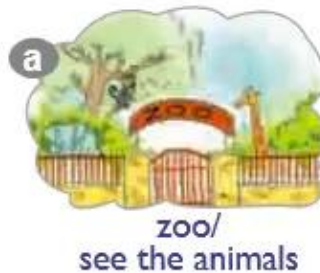
c Why do you want to go to the supermarket?
Because I want to buy something to eat.

d Me too! I'm hungry!
Let's go together.

2 Point and say. 🖱️ 🗣️

Why do you want to go to the _____ ?

Because _____ .



3 Let's talk. 🗣️

- Let's go to the _____ .
- Why do you want to go to the _____ ?

Warm-up: Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to sing the song *Let's go ...* The class may sing the song together, clapping hands or doing actions.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask for and give a reason.
- Have pupils look at the four pictures to understand the context in which the language is used. (In Pictures a and b, Tony makes a suggestion to go to the zoo, Linda declines, saying *Sorry, I can't*, and Mai accepts, saying *Yes, I'd like to*. Then Mai makes another suggestion, asking *Can we go to the supermarket first?* In Picture c, Tony asks Mai for the reason, using *Why do you want to go to the supermarket?* and Mai gives a reason, saying *Because I want to buy something to eat*. In Picture d, the three of them go to the supermarket together.) 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 for and giving reasons.
- Draw their attention to the bubbles to understand how the language is used. Ask them to look at the pictures and teach the words and phrases *zoo/see the animals*, *cinema/see a film*, *bakery/buy some bread* and *swimming pool/swim*. Check comprehension.
- Point to the first picture and get one pupil to ask *Why do you want to go to the zoo?* and another to answer *Because I want to see the animals*. Do choral and individual repetition. Repeat the same procedure with the rest of the pictures.
- Ask them to work in pairs, pointing to the pictures and speaking. Call a few pairs to act out the dialogues in front of the class. Check as a class and correct pronunciation, if necessary.

3. Let's talk.

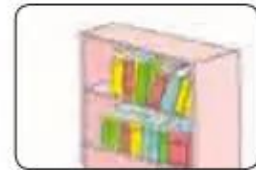
- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.
- Have them work in pairs: one pupil makes a suggestion to go somewhere, using *Let's go to the ...* and the other asks for a reason, using *Why do you want to go to the ...?*
- Let a few pairs act out the dialogue in front of the class. Correct the pronunciation, if necessary.
- You may ask them to shorten the question *Why do you want to go to the ...?* in their conversation (e.g. A: *Let's go to the bookshop*. B: *Why?* A: *Because I want to buy some books*.)

4 Listen and circle. 🎧 🗣️

- Mai wants to go to the _____.
a. zoo b. sweet shop c. bookshop
- Tony wants to go to the _____.
a. bakery b. pharmacy c. cinema
- Phong wants to buy some _____.
a. books b. pens c. rulers
- Tom wants to buy some _____.
a. sweets b. chocolate c. bread

5 Look and write. 👁️ 🗣️

- Why does he want to go to the supermarket?
Because he wants to buy some cakes and sweets.
- Why does she want to go to the bookshop?
Because _____.
- Why do they want to go to the gym?
Because _____.



6 Let's play. 🧑🏫 🧑🏫

Let's go to the bookshop.

Where and why

Why do you want to go to the bookshop?

Warm-up: Spend a few minutes revising the previous lesson. Ask some pupils to go to the front of the class to talk about why they want to go somewhere (e.g. *I want to go to the cinema because I want to see a film.*)

4. Listen and circle.

- Tell the class that they are going to listen to four dialogues and circle the correct words.
- Have pupils read each of the incomplete sentences and guess the word to fill the gap. Check understanding.
- Play the recording three times. Ask pupils to listen to the recording and circle the words. Tell them that they should focus on where the characters want to go and what they want to buy.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 a 2 c 3 b 4 c

Audio script

- | | |
|---|--|
| 1. Mai: Are you free now, Nam? | 2. Tony: Are you free now, Linda? |
| Nam: Yes. | Linda: Yes, I am. |
| Mai: Let's go to the zoo. I want to see the animals. | Tony: Would you like to go to the cinema? |
| Nam: Great idea! I want to see the animals, too. | Linda: Great idea! |
| | Tony: Let's go. |
| 3. Phong: Are you free now, Mai? | 4. Hoa: Would you like to go to the swimming pool, Tom? |
| Mai: Yes. | Tom: Great idea! But let's go to the supermarket first. |
| Phong: Let's go to the bookshop. | Hoa: Why do you want to go there? |
| Mai: Why do you want to go there? | Tom: Because I want to buy some bread. |
| Phong: Because I want to buy some pens. | Hoa: OK. I want something to eat, too. |
| Mai: OK. Let's go. | |

5. Look and write.

- Tell pupils that they are going to look at the pictures and write the answers to the questions.
- First, ask them to look at the questions and identify the places they want to go. Then have them look at the pictures and write why they want to go to the places. They should mention the things in both pictures for each answer. Check understanding.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.

Key: 2 she wants to buy some pens and books
3 they want to play football and badminton

6. Let's play.

- Tell pupils that they are going to play the game *Where and why* to practise suggesting places to go and giving reasons.
- Prepare pieces of paper with names of places and put them into a box. Divide the class into groups of three. Ask two groups to go to the front. Group 1 should draw a slip of paper from the box and say *Let's go to the ...* Group 2 should ask *Why do you want to go to the ...?* Group 1 then answers *Because we want to ...* After that, the two groups swap roles. Then invite another two groups of pupils to the front and continue.

Lesson 3

1 Listen and repeat. 🎧 🗣️

book

I want to buy a book.

book|shop

Let's go to the book|shop.

ba|ke|ry

The bread in this ba|ke|ry is delicious.

su|per|mar|ket

Let's go to the su|per|mar|ket.

2 Listen, circle and write. Then say aloud. 🎧 🗣️ 🗣️ 🗣️

- Let's go to the _____.
a. bookshop
b. supermarket
- I want to buy a _____.
a. ruler
b. book
- There is a _____ near my home.
a. bakery
b. supermarket
- Her sister works in a _____.
a. pharmacy
b. supermarket

3 Let's chant. 🗣️

Why do you want to ...?



Let's go to the bookshop.
Why do you want to go there?
Because I want some rulers.



Let's go to the bakery.
Why do you want to go there?
Because I'm hungry.

Warm-up: Spend a few minutes revising the previous lesson. Get two groups of pupils to play the game *Where and why*.

1. Listen and repeat.

- Tell the class that they are going to practise saying words with one, two, three and four syllables (*book, bookshop, bakery* and *supermarket*).
- First, explain to pupils what a syllable is. (A syllable is a word or part of a word that contains only one vowel sound. For pupils at this level, you may focus on the vowel letters *a, e, i, o, u* and, for some words, also *y*.) Then put the four target words on the board, using vertical lines to divide the syllables.
- Play the recording and ask pupils to repeat the words a few times. To reinforce learning, ask them to clap at each syllable as they say the words (e.g. *book|shop: clap-clap*). Then write the four sentences on the board. Play the recording and ask them to repeat the sentences, paying attention to the target words and syllables.
- Put more words on the board, indicating the syllables with vertical lines. Ask pupils to repeat the words after you and clap at each syllable. You may use these words: *to|ge|ther, good, go, want, part|ner, ci|ne|ma, a|ni|mal, film, be|cause, bread, gym, mo|ther, fa|ther*.

2. Listen, circle and write. Then say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and write the answer to complete the sentences.
- Give them a few seconds to read each of the sentences in silence and guess the word to fill the gap.
- Have pupils listen to the recording and circle the appropriate options. Play the recording more than once, if necessary.
- Give them time to write the words independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to say the sentences aloud.

Key: 1 a 2 b 3 a 4 b

Audio script

- | | |
|------------------------------------|---------------------------------------|
| 1. Let's go to the bookshop. | 2. I want to buy a book. |
| 3. There is a bakery near my home. | 4. Her sister works in a supermarket. |

3. Let's chant.

- Tell pupils that they are going to say the chant *Why do you want to ...?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant.

4 Read and number. 🧐 🍪

It is Sunday today. Phong and Mai go to many places. First, they go to the bookshop because Mai wants to buy some books and pens. Then they go to the pharmacy because Phong wants to buy some medicine. After that, they go to the zoo because they want to see the animals. Finally, they go to the bakery. They want to buy something to eat because they are hungry.



a



b



c



d

5 Look and write. 🧐 🍌

1. I want to go to the zoo
because I want to see the animals.



2. Tony wants to go to the _____
because _____.



3. Linda wants to go to the _____
because _____.



4. Phong and Nam want to go to the _____
because _____.



6 Project 🎉

Interview three classmates. Ask them where they want to go on Sunday and why they want to go there. Then report the results to the class.

	Name	Where	Why
1			
2			
3			

Warm-up: Spend a few minutes revising the previous lesson. Say a word and ask pupils *How many syllables are there in the word?* Say the word again and ask them to clap at each syllable to check their answers. You may use these words: *book, bookshop, bakery, supermarket, go, sister, work, ruler, because, hungry.*

4. Read and number.

- Tell the class that they are going to read the text and number the pictures.
- Get pupils to look at the pictures and describe them. (In Picture a, Phong and Mai are at the zoo. Phong is looking at the tiger. In Picture b, they are buying bread/cakes at the bakery. In Picture c, they are at the pharmacy. In Picture d, they are reading at the bookshop.) After that, have them read the text and put the pictures in the correct order. If necessary, get them to work in pairs or small groups. Teach them the words/phrases *first, then, after that* and *finally*, using the Language note below.
- Give them 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, let some pairs ask and answer questions about the text (e.g. *Where do Phong and Mai want to go first? Why do they want to go there? Where do they want to go then?*)

Key: a 3 b 4 c 2 d 1

Language note: *First, then, after that* and *finally* are used to show the order of actions. *First* is used to introduce the first action in a series. *Then* and *after that* are used to introduce the next action(s). *Finally* is used to introduce the last action.

5. Look and write.

- Tell pupils that they are going to write sentences about where the characters want to go and why they want to go there.
- Have them work in pairs or groups to discuss what they are going to write. Ask them to look at the first picture and the given sentence as an example. Then they should identify the places in the pictures and think of the reasons for going there.
- 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 time, ask a few of them to write their answers on the board.

Key: 2 swimming pool, he wants to swim 3 pharmacy, she wants to buy some medicine
4 cinema, they want to see a film

6. Project

- Tell pupils that they are going to interview their classmates about where they want to go on Sunday and why they want to go there. Explain the activity and check understanding.
- Give each of them a card. Ask them to copy the table from the Pupil's Book onto their cards.
- Give pupils time to interview three classmates. They should ask the interviewees where they want to go on Sunday and why they want to go there, using *Where do you want to go? Why do you want to go there?* and complete the table. Get them to swap their cards in pairs. They should look at their partners' cards and tell the class about the interviewees' Sunday plans. Confirm with the interviewees whether what was said about them is correct.