

What are you going to do this summer?

Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️



2 Point and say. 📌 😊



Work in pairs. Ask your partners where they are going this summer. 🗣️ 👂

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Future plans*.
- ask and answer questions about where someone plans to go, using *Where are you going this summer? I'm going to ...*
- ask and answer questions about what someone plans to do, using *What are you going to do? I'm going to ...*
- pronounce three-syllable words with the stress on the second syllable: *de'licious, e'normous, No'vember* and *De'cember*.

Warm-up: Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to say the chant *I want to go to the zoo*, while the class claps hands or does actions.

1. Look, listen and repeat.

- Tell the class that they are going to find out about how to ask and answer questions about where someone plans to go.
- Ask pupils to look at the four pictures and answer questions such as *Who are they? What are they talking about?* (In Picture a, Tom, Phong and Mai are talking about the summer holidays. In Picture b, Tom asks Phong *Where are you going this summer?* and Phong answers *I'm going to Ha Long Bay*. In Pictures c and d, Mai and Tom tell their plans, using *I'm going to Phu Quoc* and *I'm going to stay at home*.)
- Play the recording more than once, if necessary, for pupils to listen and repeat.

Language notes:

- *We're going to Ha Long Bay.* = *We're going to go to Ha Long Bay.*
- *Be going to + verb* is used to show a future plan.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where someone plans to go.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the four pictures to identify the four places in Viet Nam.
- Point to the first picture and do the task with one pupil as a model, using the suggested question, the answer in the bubbles and the word under the picture. (Teacher: *Where are you going this summer?* Pupil: *I'm going to Phu Quoc*.) Ask the class to say the question and the answer chorally. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs, using the prompts in the bubbles and the words under the pictures. Monitor the activity and offer help, if necessary.



Work in pairs. Ask your partners where they are going this summer.

- Tell pupils that they are going to practise using *Where are you going this summer? I'm going to ...*
- First, ask them to suggest some places to go in summer and write them on the board. Then have them work in pairs: one pupil asks the question and the other gives the answer.
- Select some pairs of pupils to role-play the dialogue in front of the class.

3 Listen and tick.  



1. Tony is going to ____.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Nam is going to ____.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Linda is going to ____.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Look and write.  

1. Where are you going this summer?
I'm _____.




2. Where is he going next month?
He's _____.



3. Where are they going in December?
They're _____.



5 Let's sing. 

You are happy in summer holidays!

When are you going to have a holiday?

In summer, in summer.

Where are you going to stay?

In Ha Long Bay, in Ha Long Bay.

What are you going to eat?

Nice food, delicious food.

What are you going to do?

I'm going to play in the sun.



Warm-up: Spend a few minutes revising the previous lesson. Get some pairs of pupils to the front of the class to practise *Where are you going this summer? I'm going to ...*

3. Listen and tick.

- Tell the class that they are going to listen to three conversations about the places the characters are going and tick the correct pictures.
- Have pupils look at the pictures to identify the three places in Viet Nam and say the names aloud.
- Play the recording three times for pupils to listen and tick the correct pictures. Tell them that they should focus on the places the characters are going to. Monitor the activity and offer help, if necessary.
- Get them to swap their answers before you check as a class.

Key: 1 c 2 a 3 b

Audio script

- | | |
|---|--|
| 1. <i>Mai:</i> One week until the summer holidays! | 2. <i>Linda:</i> Not long until the summer holidays! |
| <i>Tony:</i> Yes, I love summer. It's a great time. | <i>Nam:</i> Yes, I love summer holidays. |
| <i>Mai:</i> Where are you going this summer, Tony? | <i>Linda:</i> Where are you going this summer, Nam? |
| <i>Tony:</i> I'm going to Nha Trang. | <i>Nam:</i> I'm going to Ha Long Bay. |
| <i>Mai:</i> Oh, I like Nha Trang very much. | <i>Linda:</i> That's great. |
| 3. <i>Phong:</i> Do you like summer, Linda? | |
| <i>Linda:</i> Yes, I do. I like summer holidays. | |
| <i>Phong:</i> Where are you going this summer? | |
| <i>Linda:</i> I'm going to Sa Pa. | |
| <i>Phong:</i> Great idea! It's a lot of fun there. | |

4. Look and write.

- Tell pupils that they are going to write the answers to the questions about where they are going, using the picture cues.
- Give them a few seconds to look at the questions and answers and to identify the words they need to complete the answers. Then focus their attention on the pictures to identify the places.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, call some pairs to act out the dialogue.

Key: 1 I'm going to Da Nang. 2 He's going to Hoi An. 3 They're going to Hue.

5. Let's sing.

- Tell pupils that they are going to sing the song *You are happy in summer holidays!* Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- First, have them read each line of the lyrics aloud. Do choral and individual repetition and 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 pupils are familiar with the tune, divide the class into two halves and have one half sing the questions and the other half sing the answers.
- 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 What are you doing, Mai?
I'm preparing for my summer holidays.

b Where are you going?
I'm going to Phu Quoc.

c What are you going to do there?
I'm going to swim in the sea.

d That's great! I like swimming in the sea, too.

2 Point and say. 🖱️ 😊

What are you going to do?

I'm going to _____.



3 Let's talk. 🗣️ 🗣️

- Where are you going this summer?
- What are you going to do this summer?

Warm-up: Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to sing the song *You are happy in summer holidays!* 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 the characters ask and answer questions about future plans.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask questions such as *Who are they? Where are they? What are they doing?* (Linda is in Mai's room. In Picture a, Linda asks Mai what she is doing and Mai says she is preparing for her summer holidays. In Picture b, Linda asks Mai *Where are you going?* and Mai answers *I'm going to Phu Quoc.* In Picture c, Linda continues to ask *What are you going to do there?* and Mai answers *I'm going to swim in the sea.* In Picture d, Linda says she likes swimming too.) 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 future plans.
- Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what the pupils are going to do in the future. Teach the phrases *stay in a hotel, eat seafood, build sandcastles* and *go on a boat cruise*.
- Point to the first picture and do the task with one pupil as a model. (Teacher: *What are you going to do?* Pupil: *I'm going to stay in a hotel.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them 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 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, using facts about themselves.
- Ask them to work in pairs: one asks the questions and the other gives the answers, using their own future plans. You may remind them of possible phrases to use such as *play sports/games, eat delicious food, swim in the sea* and *fly a kite*.
- Select some pairs to role-play the dialogue in front of the class.

4 Listen, circle and write. 🎧 🗣️ 📝



1. He's going to _____.

2. He's going to stay in a _____.



3. He's going to _____.

4. He's going to eat _____.

5 Look and write. 👁️ 📝

What are they going to do?



1. Mai _____
_____.



2. Tom _____
_____.



3. Peter and Linda _____
_____.



4. Nam and Phong _____
_____.

6 Let's play. 🎁

Say where

A: Where are you going this summer holiday?

B: We're going to Da Nang.



Warm-up: Spend a few minutes revising the previous lesson by playing *Spot the odd one out*. Follow the procedure in *Games in Introduction*. You may use the names of the places and phrases of future plans that pupils have learnt in the previous lesson.

4. Listen, circle and write.

- Tell the class that they are going to listen to four conversations about Phong and circle the correct pictures.
- First, ask pupils to read the sentences to identify the possible words to fill the gaps. Then have them look at the pictures and guess what Phong is going to do in summer. Check understanding.
- Play the recording three times for pupils to listen and circle the pictures. Ask them to focus on what Phong is going to do in summer. Then have them complete the sentences.
- Get them to swap their answers before you check as a class.

Key: 1 a 2 b 3 a 4 a

Audio script

- Linda:** Where are you going this summer, Phong?
Phong: I'm going to Ha Long Bay.
Linda: I like Ha Long Bay. It's beautiful.
Phong: I agree.
- Linda:** Are you going to go with your parents?
Phong: Yes, I am.
Linda: Where are you going to stay?
Phong: We're going to stay in a hotel by the sea.
Linda: Sounds great.
- Linda:** What are you going to do in Phu Quoc?
Phong: I'm going to swim in the sea in the morning.
Linda: What about in the afternoon?
Phong: I'm going to swim, too. I like swimming all day.
- Linda:** And what are you going to eat? Do you eat seafood?
Phong: Yes. I'm going to eat lots of seafood. It's delicious.
Linda: Oh, this sounds nice to me.

5. Look and write.

- Tell pupils that they are going to write the answers to the question *What are they going to do?* using the picture cues.
- First, ask them to look at the incomplete sentences and identify the missing information they need to fill in. Then have them look at the pictures to identify what the pupils are going to do. After that, 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 is going to Phu Quoc 2 is going to swim in the sea
3 are going to Sa Pa 4 are going to play football

6. Let's play.

- Tell pupils that they are going to play the game *Say where*.
- Put a large map of Viet Nam on the board and highlight some major cities/places. Divide the class into groups of four and ask three groups of pupils to stand in three lines facing the board. Ask *Where are you going this summer holiday?* The first pupil in Group 1 answers *We're going to + (name of a place)*. The first pupils in the other two groups have to find the place on the map and point at it. The quicker pupil wins a point for the group. The groups take turns to answer the question and the pupils who have answered/pointed should go to the end of the queues. After all pupils have had a go, the group with the most points is the winner. Then ask another three groups to play the game. You may ask the winners to play a final.

Lesson 3

1 Listen and repeat.

de'licious

Seafood is de'licious.

e'normous

The hotel by the sea is e'normous.

No'vember

He is going to visit Sa Pa in No'vember.

De'cember

Linda is going to London this De'cember.

2 Listen, circle and write. Then say aloud.

- Seafood is _____.
a. delicious
b. expensive
- We stay in an _____ hotel.
a. expensive
b. enormous
- We are going to Ho Chi Minh City this _____.
a. November
b. December
- Is your holiday in _____?
a. September
b. December

3 Let's chant.

Where are you going?

Where are you going for a holiday?

To Ha Long Bay.

When are you going?

In November.

Where are you going to stay?

In a hotel.

What are you going to enjoy?

Delicious seafood.

What are you going to do then?

Swim in the sea.



Warm-up: Spend a few minutes revising the previous lesson by calling three groups of four pupils to the front of the class to play the game *Say where*.

1. Listen and repeat.

- Tell the class that they are going to practise pronouncing the words *de'licious*, *e'normous*, *No'vember* and *De'cember*.
- First, have pupils look at the words *de'licious*, *e'normous*, *No'vember* and *De'cember* in their books. Play the recording and ask them to repeat each word a few times. Then ask them to look at the four sentences. Play the recording more than once, if necessary, and let pupils say the sentences, paying attention to the word stress.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct pronunciation, if necessary.

2. Listen, circle 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 word to fill the gap of each sentence. You may ask pupils to say the words aloud.
- Have pupils listen to the recording and circle the appropriate words to complete the sentences. Play the recording more than once, if necessary. Then ask them to write the words in the blanks. Go around offering help, if necessary.
- 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 b 2 b 3 a 4 a

Audio script

1. Seafood is expensive.
2. We stay in an enormous hotel.
3. We are going to Ho Chi Minh City this November.
4. Is your holiday in September?

3. Let's chant.

- Tell pupils that they are going to say the chant *Where are you going?* 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 two groups of pupils to give a demonstration, one group chants the questions and the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around and offer help, if necessary.
- Invite two 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 complete. 🧐 📖

My parents and I are going to have a holiday in Ha Long Bay next Saturday. We are going to stay in a nice hotel by the sea.

In the morning, we are going to swim in the sea. In the afternoon, we are going to have a boat cruise around the bay. We are going to have delicious seafood in Tuan Chau in the evening. We are going to have a lot of fun there!



1. They are going to have a holiday in _____.
2. They are going to stay in _____.
3. In the morning, they are going to _____.
4. They are going to have _____ around the bay.
5. They are going to eat _____.

5 Write about the plan for your summer holidays. 📝

- Where are you going?
- When are you going?
- Who are you going with?
- Where are you going to stay?
- What are you going to do?

I'm going to _____

6 Project 🌍

Work in pairs. Ask your partners about their plans for the summer holidays. Then tell the class about them.

Where are you going?

When are you going?

Who are you going with?

Where are you going to stay?

What are you going to do?



Warm-up: Spend a few minutes revising the previous lesson. Have pupils pronounce three-syllable words with the stress on the second syllable. Remind them to use a louder voice for the second syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *delicious, enormous, November, December, dictation, expensive, September, October.*

4. Read and complete.

- Tell the class that they are going to read the text about summer holidays and complete the sentences.
- Have pupils read the incomplete sentences under the text and guess what words they need to fill the gaps. Focus them on the future plans. Then ask them to read the text to find appropriate information to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers. If there is enough time, let some pairs ask and answer the questions.

Key: 1 Ha Long Bay 2 a nice hotel (by the sea) 3 swim (in the sea)
4 a boat cruise 5 (delicious) seafood

5. Write about the plan for your summer holidays.

- Tell pupils that they are going to write a short paragraph about the plan for their summer holidays. They may use Activity 4 to help them.
- Have them work in pairs or groups to discuss what they are going to write. Remind them to use the suggested questions in the Pupil's Book. 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 time, ask one pupil to write their paragraph on the board.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to work in pairs and ask their partners about their holiday plans, using the five given questions. They should make notes and then tell the class about their partners' plans.
- You may do an example with a pupil, asking him/her the questions and then reporting his/her plans to the class.
- If there is not enough time, ask the pupils to do the interview after class and report the results in the next lesson.

Example:

Good morning, class. I'd like to tell you about Linh's plan for the summer holidays. She's going to Ha Long Bay in summer. She's going there with her family. She's going to stay in a hotel. She's going to swim at the beach and play volleyball with her sisters. Thank you for listening.

Key: *Pupils' own answers*