




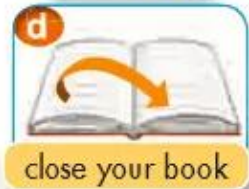




Lesson 1

1 Look, listen and repeat.   



2 Point, say and do the actions.   



3 Let's talk.  



\_\_\_ your book, please!

\_\_\_ up, please!



\_\_\_ here, please!

\_\_\_ your book, please!

\_\_\_ down, please!



 Be quiet! = Don't talk!

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Classroom Instructions*.
- give and respond to classroom instructions.
- ask for and give permission, using *May I ...?* and *Yes, you can./No, you can't*.
- pronounce the sounds of the letters *c* and *d* in the words *come* and *down* respectively.

**Warm-up:** Spend a few minutes revising the previous unit by getting the class to say the chant *Who's that?* and sing the *The more we are together* song. Draw their attention to the title of the unit and check comprehension. Have them repeat it once or twice.

### 1. Look, listen and repeat.

- Tell pupils that they are going to practise giving and responding to classroom instructions. Point to the first picture and elicit the name of the teacher. Then explain what the characters say and the meaning of the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

### 2. Point, say and do the actions.

- Tell pupils that they are going to practise giving and acting out classroom instructions (say this in Vietnamese, if necessary). Point to each instruction and check comprehension. Teach the new vocabulary. Demonstrate the actions. Have pupils act out each instruction a few times.
- Get pupils to work in pairs, taking turns to say and act out the instructions. Check as a class.










### 3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures. Elicit the words to fill the gaps. Write the instructions on the board and get pupils to repeat them a few times.
- Get pupils to work in pairs, taking turns to say and act out the instructions. Correct the pronunciation, if necessary.
- Call a few pairs to perform the task in front of the class.

**Language note:** Tell pupils that using *please* makes the instruction more polite.



4 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"/>

5 Look and write.  



\_\_\_\_\_ your book,  
please!



Be \_\_\_\_\_, please!



\_\_\_\_\_ your book,  
please!



\_\_\_\_\_ down, please!



\_\_\_\_\_ here, please!



\_\_\_\_\_ up, please!

6 Let's play. 

**Simon says ...**



**Warm-up:** Spend a few minutes revising the previous lesson by calling a few pairs to come to the front of the class to act out the instructions learnt. Then play a game of *Charades*, asking pupils to mime the instructions.

#### 4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

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

##### Audio script

1. *Mr Loc:* Good morning, boys and girls.  
*Class:* Good morning, Mr Loc.  
*Mr Loc:* Sit down, please!
2. *Miss Hien:* Be quiet, boys!  
*Boy:* Sorry, Miss Hien.
3. *Class:* Goodbye, Mr Loc.  
*Mr Loc:* Goodbye, class. Linda, come here, please!

#### 5. Look and write.

- Tell pupils that they are going to look at the pictures and complete the sentences. Give a few seconds for pupils to read the text in silence. Check comprehension. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read aloud the answers.

**Key:** 1 Open 2 quiet 3 Close 4 Sit 5 Come 6 Stand

#### 6. Let's play.

- Play the game *Simon says*, following the procedure in the *Activities Bank* in the *Introduction*. Have a group of six give a demonstration before starting the game.
- Get pupils to play the game in groups. Go around to offer help, if necessary.
- Have pupils sing the *The more we are together* song to end the activity.



# Lesson 2

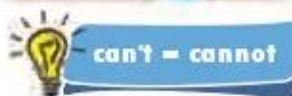
## 1 Look, listen and repeat.



## 2 Point and say.



## 3 Let's talk.



**Warm-up:** Spend a few minutes revising the previous lesson by calling a group of five to come to the front of the class and act out the instructions learnt. Read the *Activities Bank* in the *Introduction* for more activities.

### 1. Look, listen and repeat.

- Tell pupils that they are going to practise asking for permission using *May I ...?* Draw pupils' attention to the first picture and elicit the names of the characters. Then explain what they say. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

### 2. Point and say.

- Tell pupils that they are going to practise asking for and giving permission using *May I ...? Yes, you can./No, you can't.* Point to each picture and elicit the meaning of the words under it. Use the first picture as an example and put the question and answer on the board. Have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

### 3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures. Check comprehension. Prompt pupils to say the words to fill the gaps. Write the questions and answers on the board and have pupils repeat them a few times.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to the front of the class to act out the dialogue.



4 Listen and number.  



a



b



c



d

5 Read and match.  

- A: May I go out?  
B: Yes, you can.
- A: May I ask a question?  
B: Yes, you can.
- A: May I open the book?  
B: No, you can't.
- A: May I come in?  
B: Yes, you can.



6 Let's write. 



- A: May I \_\_\_\_\_?  
B: Yes, you can.



- A: May I \_\_\_\_\_?  
B: Yes, you can.



- A: May I \_\_\_\_\_?  
B: No, you can't.



- A: May I \_\_\_\_\_?  
B: Yes, you can.

**Warm-up:** Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the instructions learnt. Read the *Activities Bank* in the *Introduction* for more activities.

#### 4. Listen and number.

- Tell pupils that they are going to listen and number the boxes. Give a few seconds for pupils to look at the pictures. Elicit the names of the characters and what they might say. Give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

**Key:** a4 b1 c2 d3

##### Audio script

- |                           |                              |
|---------------------------|------------------------------|
| 1. Lan: May I come in?    | 2. Lan: May I open the book? |
| Miss Hien: Yes, you can.  | Miss Hien: Yes, you can.     |
| 3. Thu: May I sit down?   | 4. Hong: May I write now?    |
| Miss Hien: No, you can't. | Miss Hien: Yes, you can.     |

#### 5. Read and match.

- Tell pupils that they are going to read the dialogues on the left and pair them with the pictures on the right by drawing a line between them. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into two groups and get them to read A's lines and B's lines respectively.

**Key:** 1c 2d 3a 4b

#### 6. Let's write.

- Tell pupils that they are going to look at the pictures and complete the dialogues. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension.
- Give time for pupils to fill the gaps.
- Tell pupils to swap and check their answers before calling four pupils to write their answers on the board. Then write the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read aloud the dialogues.

**Key:** 1 come in 2 sit down 3 close my book 4 open my book




# Lesson 3

## 1 Listen and repeat. 🎧 🗣️

**c**      **come**      May I **come** in?

**d**      **down**      May I sit **down**?

## 2 Listen and write. 🎧 🗣️



1. May I \_\_\_\_\_ in?  
2. Sit \_\_\_\_\_, please.

## 3 Let's sing. 🎵

### Come in and sit down

Hello, hello, Miss Minh Hien.  
May I come in and sit down?  
Hello, hello. Yes, you can.  
Come in, sit down and study.  
Open your book and read aloud:  
A B C D E F G!



**Warm-up:** Spend a few minutes revising the previous lesson by calling a group of pupils to the front of the class to do the dialogue in Lesson 2, Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

### 1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **c** and **d** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

### 2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

**Key:** 1 come 2 down

#### Audio script

1. May I come in?
2. Sit down, please.

### 3. Let's sing.

- Teach the song *Come in and sit down*. Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Read the song and check comprehension. Then play the recording all the way through.
- Have pupils do choral and individual repetition of each line. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of four to come to the front of the class: one group sings the first two lines, the other sings the next three lines, and have the whole class sing the last line together.
- Have the whole class sing the song to reinforce learning.



4 Read and match. 🧐 📚

1 Open

2 Be

3 May I ask a

4 May I write

5 Don't

a talk!

b question, Mr Loc?

c your book, please!

d my name, Miss Hien?

e quiet, please!

5 Look, read and write. 🧐 🧐 📄



1. \_\_\_\_\_ down, please!



2. Don't \_\_\_\_\_, please!



3. A: May I \_\_\_\_\_?  
B: Yes, \_\_\_\_\_.



4. A: May I \_\_\_\_\_?  
B: No, \_\_\_\_\_.

6 Project 🎨

Write and put the instructions in a box. Choose and act them out.



**Warm-up:** Spend a few minutes revising the previous lesson by having the whole class sing the *Come in and sit down* song. Read the *Activities Bank* in the *Introduction* for more activities.

#### 4. Read and match.

- Tell pupils that they are going to read the sentence halves on the left and pair them with those on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension. Discuss the first sentence with pupils as an example.
- Allow pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call five pupils to read aloud the answers.

**Key:** 1c 2e 3b 4d 5a

#### 5. Look, read and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the sentences.

**Key:** 1 Sit 2 talk 3 go out, you can 4 stand up, you can't

#### 6. Project

- Tell pupils that they are going to write the instructions they have learnt and put them in a box. Then they pick some instructions and act them out. Check understanding. Get pupils to prepare the necessary school things to carry out the project (paper, pens, scissors, etc.)
- Give pupils time to write the instructions in class. Get pupils to work in groups. Go around to offer help, if necessary.
- Have pupils play a game of *Simon says* using the instructions and end the class with the *Come in and sit down* song.