

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – PHAN HÀ (Chủ biên)
NGUYỄN QUỐC TUẤN – ĐỖ THỊ NGỌC HIỀN – NGUYỄN SONG HÙNG
ĐÀO NGỌC LỘC – TRƯƠNG THỊ NGỌC MINH

Tiếng Anh

SÁCH GIÁO VIÊN

5

TẬP MỘT

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

**Sách được Hội đồng Anh hỗ trợ về chuyên môn
và các chuyên gia tư vấn tham gia đọc góp ý, thẩm định.**

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INTRODUCTION

Tieng Anh 5 is the third of the three-level English coursebooks for Vietnamese primary school pupils learning English as a foreign language (EFL). The book follows a systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in August, 2010, which covers a thorough development of skills but gives particular emphasis to listening and speaking at the early stages.

UNIT COMPONENTS

The whole *Tieng Anh 5 - Student's Book* – reflects the carefully sequenced pedagogy of warm-up, presentation, practice, and application to develop English for basic levels and skills through the twenty units and four reviews. The twenty richly illustrated, cross-curricular and theme-based units focus on offering pupils motivation, memorable lessons and a joyful learning experience of English.

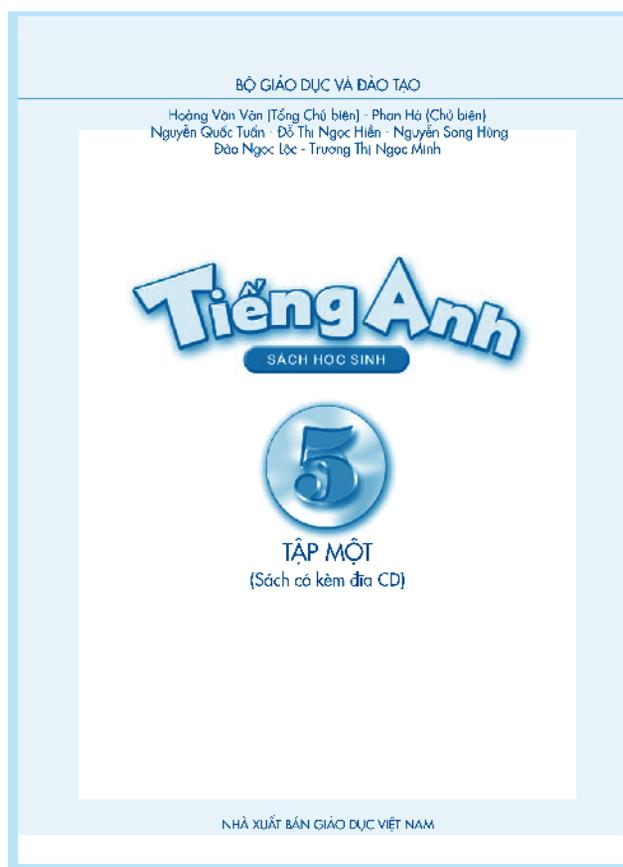
The characters in the Student's Book are built up from *Tieng Anh 3* and *Tieng Anh 4* creating a feeling of child-friendly and familiar contact.

Clear lessons follow a logical progression and include a wide range of activities that help pupils develop interaction, coordination, critical thinking, and pre-language skills as they learn to understand and use English in its spoken and written forms.

Each unit contains three lessons which are organized around a topic under one of the themes – *Me and My Friends*, *Me and My School*, *Me and My Family*, and *Me and the World Around* – and offers pupils a sense of security through predictable activities which are systematically sequenced from listening to speaking, reading and writing. Each lesson provides materials for two periods (or eighty minutes) of class contact.

Singing activities, total physical response (TPR), chants, and exciting games are included to reinforce previously learnt English, motivate and support pupils in building their confidence in communicating.

The following is a brief description of how a unit is organized and the purpose of each part of the lesson.



LESSON 1

1. Look, listen and repeat.

The aim of this section is to present some new language to pupils in a context. After a warm-up activity, Lesson 1 introduces pupils to the new (target) language and vocabulary through a series of dialogues. These are usually connected to a particular situation (context) which helps pupils understand the purposes for using the new language and the meanings of the dialogues. The context is created through the attractive illustrations, using child characters many of whom pupils already know. The language is presented in comic speech bubbles to attract pupils' interest.

The dialogues contain the new words and structures which pupils are expected to understand and use in their communication. The teacher can use a mixture of Vietnamese and English, where necessary, when helping pupils understand the context for the dialogues.

2. Point, ask and answer.

The aim of this section is to practise the new vocabulary, structure(s) and competence(s) introduced in *Look, listen and repeat* in different contexts. New vocabulary is introduced through sentence and picture prompts for practice in communicative and controlled frameworks. Pupils will produce this new language in the later activities such as listening, speaking, reading and writing. With sufficient support and careful preparation from the teacher, the activity offers pupils the feelings of security, achievement and confidence in interactive practice and using the new language.

Unit 1 A Summer Camp

Lesson 1

1 Look, listen and repeat.

Children from different countries are coming to a summer camp in Viet Nam.

a I'm Zack. I'm from Malaysia. Where are you from?
I'm Lawan. I'm from Thailand.

b Where in Thailand are you from, Lawan?
I'm from Bangkok. What about you?
I'm from Kuala Lumpur.

c Who's over there?
It's Zack.
Where's he from?
He's from Malaysia.

d Where in Malaysia is he from?
Kuala Lumpur.

2 Point, ask and answer.

Where's _____?
He's / She's _____.

Where in _____?
_____.

Example
Zack / Malaysia
Kuala Lumpur
A: Where's he from?
B: He's from Malaysia.
A: Where in Malaysia is he from?
B: Kuala Lumpur.

a Zack Malaysia Kuala Lumpur
b Lawan The island Bangkok
c Sam the USA New York
d Aziz Indonesia Jakarta

3. Listen and tick.

The aim of this section is to provide listening practice embedding the new language structures and vocabulary. Listening is an important part of communicating with others. Pupils need to understand what someone says so that they can respond appropriately. This is why in *Tieng Anh 5* we give a lot of importance to listening. The development of listening skills follows the pattern established in *Tieng Anh 3* and *Tieng Anh 4* - a listening task in Lesson 1 and another in Lesson 2. The tasks are varied from *Listen and tick* in most of the units to *Listen and circle* or *Listen and complete* in later units which require non-verbal or verbal responses. In non-verbal responses, pupils tick or circle one of the prompted pictures which are motivating and provide helpful support for listening. In verbal responses pupils read words/sentences and circle the correct answers or fill incomplete sentences with the correct prompts or the information from the recording.

3 Listen and tick.  

1. a. Malaysia  b. Indonesia  c. Australia 

2. a. Sydney  b. Bangkok  c. Tokyo 

3. a. Thai  b. Laotian  c. Cambodian 

4. a. London  b. New York  c. Sydney 

4 Talk. 

Guiding questions

- Who's he / she?
- Where's he / she from?
- Where in _____ is he / she from?

Unit 1. A Summer Camp | 7

4. Talk.

The aim of this section is to provide practice for developing pupils' speaking skills. Pupils are given opportunities to practise using the learnt language in less controlled situations. For example, in Unit 1, they will choose one of the foreign pupils in the pictures and introduce her/him to a partner. In Units 7, 10, and in some of the later units, pupils ask each other about their favourite sports, or dream house, or about their own village, using the new language they have learnt and role play a given situation with their partners, and so on.

These activities create interest, allow some choice and possibility of extemporizing and personalizing language and provide some options in using creatively the language they have learnt in oral interaction.

LESSON 2

1. Listen and repeat.

The aim of this section is to provide a useful tool for pupils to practise English spelling. Pupils are exposed explicitly to an aspect of English pronunciation via the spelling. Troublesome sounds to Vietnamese are carefully selected to be treated, usually two features at a time (except Unit 6), through words, dialogues or chants. Phonics is a useful tool for pupils to rely on when they come across new vocabulary in listening, speaking, reading and spelling, e.g. Unit 1 (*Vietnamese, Indonesian*), Unit 2 (*flat, block*), Unit 6 (*played, visited, watched*), etc.

Lesson 2

1 Listen and repeat. ? 🔊

Vietnamese
Indonesian

2 Listen and read together. ? 📖



a

Mai: What are you going to do for the cultural show?
 Akio: I'm going to tell a Japanese story. What about you?
 Mai: I'm going to sing a Vietnamese song.



b

Azmi: I'm going to show some Indonesian masks. And you?
 Zack: I'm going to show a model of Malaysian Twin Towers.

3 Group and say aloud. 🗣️ 🗨️

Australian
 Cambodian
 Chinese
 Malaysian
 Japanese
 Laotian

Vietnamese	Indonesian

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Tiếng Anh 5

2 & 3.

The activities in these sections require pupils to listen and respond in different ways such as *clapping, grouping, saying aloud, and completing the missing letters in the words provided.*

4. Listen and number.

This section exposes pupils to a listening activity for the second time. Pupils number the pictures or events according to the order in which they hear from the recording.

The skill here is also listening for details but this type of task is more demanding than the earlier one in Lesson 1, in most units from Unit 1 to Unit 10, pupils listen to the recording and then number the pictures. The types of task are varied in later units such as *Listen and complete* and *Listen and answer*. The responses vary from simple (one word) to more complex (phrases) which are graded gradually: from monologues to dialogues, and within dialogues, from short dialogues to long ones.

The activity is supported through pictures or verbal contexts in the Student's Book and through the teacher's explanation.

4 Listen and number. ? 1/3

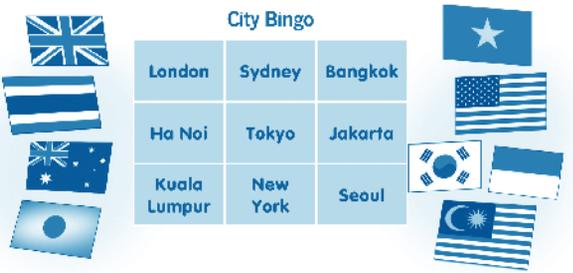
a  b 

c  d 

5 Fun time 😊

City Bingo

London	Sydney	Bangkok
Ha Noi	Tokyo	Jakarta
Kuala Lumpur	New York	Seoul



Unit 1. A Summer Camp | ♀

5. Fun time

This section aims to provide more sources of spoken input including chants, poems, songs and games to encourage pupils to participate in the use of English for entertainment.

Most *Fun time* activities in this section are games such as *Bingo*, *information gap*, *funny story* or *crossword puzzle* to change the learning pace from previous activities. The responses are varied, from non-verbal, e.g. In *Bingo*, *TPR*, *information gap*, *matching*, etc., to verbal, e.g. *fun story*, *guessing* and *flash card game*. There are also *crossword puzzles* in 8 units, and they vary in type from picture-clued base to word-clued base.

LESSON 3

1. Look, listen and repeat.

Like the *Look, listen and repeat* in Lesson 1, this section aims to provide additional and contextualized language input. The extra language is also presented in comic format and is sequenced or linked to Lessons 1 and 2 with familiar characters but in new situations which create contexts in which the language is used. (Read more in the similar section in Lesson 1.)

2. Point, ask and answer.

This section is similar to the *Point, ask and answer* section in Lesson 1. It aims to provide pupils with an opportunity to practise, using the additional language in the same way as they have done in Lesson 1. Pupils use the new language structure and vocabulary together with the language that they have learnt in a variety of activities such as reading and writing as well as speaking and listening. (Read more in the similar section in Lesson 1.)

Lesson 3

1 Look, listen and repeat.

The children are at a cultural show in the summer camp.



2 Point, ask and answer.

Example
Aiko / Japanese
A: What's her nationality?
B: She's Japanese.

What's his / her nationality? He's / She's _____



10 Tiếng Anh 2

3. Read and do the tasks.

This section aims to provide a communicative and purposeful context for pupils to practise reading. It also helps to motivate pupils and to provide real language use with a title and richly illustrated texts.

The reading tasks are read alone or combined with a writing activity. They are designed to develop pupils' reading skills such as *reading for specific information, reading for gist, deciding on True or False statements or Yes-No, sequencing, completing, transferring, writing the answers to the questions and referencing.*

In many units, the follow-up oral tasks help pupils apply the new content and language to speaking or discussing in order to lead into writing. Pupils can express their own experience in relation to the topic via communicative interactions.

4 Read and do the tasks.

A Summer Camp in Viet Nam

There was a summer camp in Cuc Phuong National Park last month. The campers were children from different countries. Zack was from Malaysia. Azmi was from Indonesia. Lowan was a Thai girl. Sam was an American boy. Mai, Nam, Quan, and Phang were Vietnamese. At the camp, the children went hiking. They had a cultural display, told stories, danced and sang songs. They also played sports and games and ate different kinds of food and drink. The children had a wonderful summer camp in Viet Nam.



a. Tick T (true) or F (false).

	T	F
1. The summer camp was in Thailand.	<input type="checkbox"/>	<input type="checkbox"/>
2. Zack was from the UK.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sam was from the USA.	<input type="checkbox"/>	<input type="checkbox"/>
4. The campers had a cultural display.	<input type="checkbox"/>	<input type="checkbox"/>
5. They told stories and sang songs from different countries.	<input type="checkbox"/>	<input type="checkbox"/>

b. Discuss with a partner.

Imagine you were at a summer camp. Tell your partner one thing you liked doing and one thing you did not like doing at the camp.

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4. Write.

This section aims to develop pupils' writing skills.

Pupils practise writing to reinforce their ability to use the English that they have acquired through oral and aural activities in the previous sections. Through the writing tasks, pupils are given opportunities to make use of the vocabulary and the sentence patterns they have learnt to express their ideas and experience in relation to the topic of the unit.

At this level, pupils are required to write simple sentences with supports provided such as a controlled writing framework, useful expressions, and guiding questions.

4 Read and write an e-mail.

Guide:

- Your friend's name
- The place of the summer camp
- The activities at the summer camp
- What you liked and what you did not like doing at the camp.



Dear Jack,

I came back from the summer camp in Cuc Phuong National Park, Viet Nam yesterday. I learned to cook noodles and sing Vietnamese songs. I went hiking in the national park and played football and volleyball. I had a wonderful time at the camp. How about you? Where did you spend your summer?

Write to me soon.

Tony



Dear _____ (your friend's name),

I am very happy to read your e-mail.

I went to _____ for a summer camp.

At the camp, I _____

I liked _____

I did not like _____

I returned from the summer camp _____

See you soon.

_____ (Your name)

5 Fun time

Sing and guess the friends' names.



Jenny and Harry

There is a girl who has a friend
and Jenny is her name.
J-E-N-N-Y
J-E-N-N-Y
J-E-N-N-Y
and Jenny is her name.



There is a boy who has a friend
and Harry is his name.
H-A-R-R-Y
H-A-R-R-Y
H-A-R-R-Y
and Harry is his name.

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5. Fun time

This section aims to make pupils learn English better through singing. Pupils enjoy songs because they provide fun and bring about a different experience of language besides the formal practice in *Look, listen and repeat*. Songs occur in 12 out of 20 units and are spread across the textbook to change the pace from reading and writing activities. Most of the song lyrics are adapted from the original ones to suit the language and the topic of the unit (*Units 1, 3, 5, 9, etc.*) and the Vietnamese teaching and learning contexts.

NOTES ON TEACHING ENGLISH IN PRIMARY CLASSES

The following notes aim to give support to the teacher and are not mandatory. To suit the teaching and learning context of each school/province/region, the teaching of every unit or lesson can be varied and the teaching steps can be adapted. However, there are some key steps the teacher should keep in mind.

1. Preparation and timing (Lesson plan)

- It is important to go through the content(s) of the lesson and the teaching notes before you go into the class. This will help you familiarize yourself with the materials and know what materials to prepare for the lesson and what activities to conduct at the lesson. You should look for the answer key for rather complicated activities such as games and crossword puzzles before you teach.
- For some activities you should prepare some teaching materials which are not part of the normal classroom materials such as an atlas for use in *Unit 1*, some felt-tip coloured pens for *Units 2, 3, 4*, etc., family photos (*Unit 4*), postcards (*Unit 5*), animal cut-outs from magazines (*Unit 6*), some students' books (*Unit 8*), etc.

2. Warm-up

- You should do a warm-up activity at the beginning of every lesson. This is a short activity (which is normally from two to five minutes) to draw pupils' attention to the use of English. This activity is a good way to revise the old lesson and to lead in the new one. The warm-up activities can vary in some way to suit the teaching purpose, for example, the teacher can get pupils to sing a known song or play a non-verbal game such as *Simon says*, *Flower game (hangman)*, *Bingo*, *Slap the board*, *Doing actions*, *Charades (guessing game)*, etc.

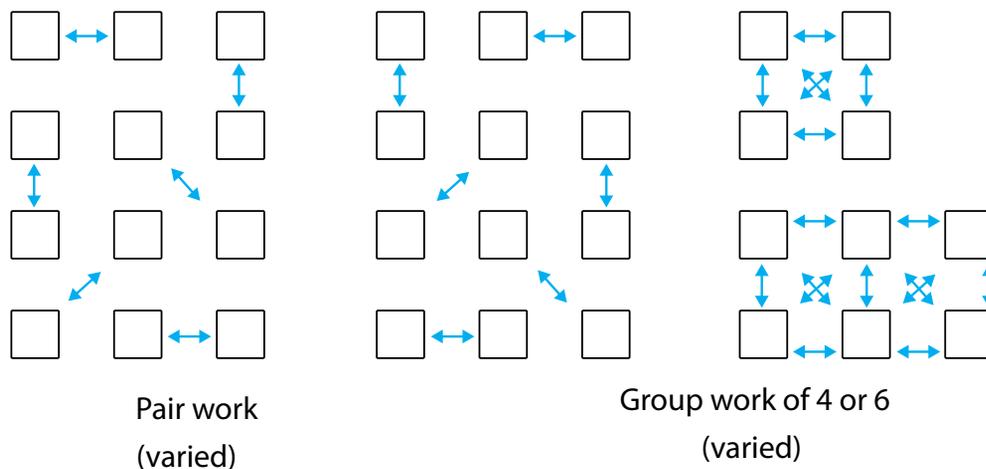
3. Classroom management

• Pair work

It is advisable to get pupils to work in varied pairs as shown in the diagrams below. In case the number of pupils is uneven, two pupils can share one role. Pupils should change their partners regularly in order to change the working atmosphere. The teacher can get a "closed pair" (two pupils sit next to each other) or an "open pair" (two pupils sit apart from each other in the classroom) to model an activity as necessary.

• Group work

It is useful to divide pupils into groups of four or six or according to some criteria such as: they are friends or those who have the same birthdays and hobbies. Separate pupils who are disruptive.



- As pupils work in pairs or in groups, it is important to monitor the activity. Circulate and offer help when necessary and remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently and observe their ability to use English as well as the problems or difficulties they encounter during the activity to prepare for remedial work later.
- The activity should be timed and stopped before pupils lose interest or become distracted. Class routines should be established for that such as putting hands up or giving two claps to signal stopping the activity.
- Young learners do love praise. When pupils do well in front of the class or do a good job, it is useful to praise them: *Good, Very good, Great, Well done, Good job*, etc. If a pupil cannot do a task, it is advisable to encourage him/her: *Try again or Have another try, Not quite right*, etc.

4. Classroom language

- English should be used as much as possible in instructions and classroom management. This is a systematic approach to establish the interaction between the teacher and the pupils and to reinforce the language the pupils have learnt. In order to help pupils understand English, it is useful to accompany your English with some gestures, movement, or even Vietnamese for the first times.
- The instructions should be simple, clear and consistent to help pupils feel secure and know what they are required to do. If pupils are confused, Vietnamese should be used to make them understand and to check their understanding to make sure that they can perform the activities successfully.
- Classroom language can be considered as receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and understand and use the productive classroom language in order to express what they mean in interactions with the teacher or with other pupils.
- The following phrases are suggested instructions and expressions for use in *Tieng Anh 3, 4 and 5*:

Receptive classroom language

Answer this / the question.

Ask a question.

Ask your neighbour / partner a question.

Check your answers in pairs / groups.

Close your books.

Copy it into your copybook / onto a piece / onto a sheet of paper.

Correct / Not quite right / Wrong.

Draw a picture of ...

Goodbye / Good night.

Hello / Hi / Good morning / afternoon / evening.

Here it is / you are.

How do you spell it in English?

I don't think so.

Listen to Linda / this / the dialogue / story / dialogue between Nam and Mai.

Listen.

Look at this / the board / picture(s) / photo(s) / puppet(s).

Look.

Open your books.

Put up your hand.

Put your books away.

Quiet, please.

Read this / the word(s) / dialogue aloud.

Repeat after me, please.

Repeat, please.

Say it aloud.

Say it in English.

Say it in Vietnamese.

Say it.

Sit down, please,

Spell it / the word(s).

Stand up, please.

Talk to your partner.

Try again.

Well done / Excellent / That's right / That's not correct.

Work on your own.

Write a question.

Write a sentence of your own.

Write the answer to this / the question.

Write the answers to these / the questions.

Productive classroom language

Already. / Not yet. / I've done it.

Can I borrow your pen / pencil / rubber?

I think it's ...

I understand / I don't understand.

I'm sorry. I can't remember.

I'm sorry. I don't know.

Is this / that right?

It's my / your go / turn.

I've got one wrong / two right.

Me too.

Please.

See you again / tomorrow / on Sunday / next week.

Thank you / Thanks / Many thanks.

What does it / this word / sentence mean?

What's ... in English?

What's number one / two / three / four?

5. How to end the lesson

- In order to establish the classroom routine, it is advisable to end the lesson in some way to suit your teaching situations and the level of your pupils. If pupils stay in the classroom for other classes, you can signal to end the lesson by putting hands up, clapping hands or tapping the board and saying *It's time to stop*, and getting pupils to say *Goodbye. See you the next time* when you leave the room.
- If there is time, you can round off the lesson with a song/rhyme or a chant that pupils have learnt during the unit.

TEACHING LANGUAGE SKILLS IN TIENG ANH 5

1. TEACHING LISTENING

- Listening plays a very important part in early language learning. Through listening, pupils become familiar with the sounds, rhythms and intonation of English. When they listen, they use their natural instinct to understand and work out what the words might mean. It is, therefore, important to present listening activities in a context in which the purpose of the activity makes sense and in which the teacher provides plenty of support for understanding such as using gestures, actions, pictures, puppets, real objects, and even Vietnamese.
- Pupils can respond *non-verbally* in the early stages of listening with ticking/circling or colouring/ drawing simple pictures or doing actions. In later stages, pupils can respond *verbally* with reading and selecting or completing simple statements or giving answers to particular questions.
- Here is a three-staged approach to teaching listening:

a. Before listening

- Focus pupils' attention on the title of the unit or the task instruction and set up the context or the purpose of the activity. Go through each dialogue or picture and the target language or the word prompts. Elicit any words or ideas that pupils know related to a particular situation, *Do you understand the title of the unit? What can you see in this picture? Who is this? What is it? Do you know it/him/her/them? What's he/she doing? What's happening?, etc.*
- Make sure pupils understand what the task is (*Listen and repeat, Listen and tick / match / circle / complete / number / answer, etc.*) and what words or phrases to focus on as they listen. Tell pupils that they do not need to understand every word to carry out the activity.
- Pre-teach any words that pupils need to understand the listening text. Make use of the pictures in the coursebook, flashcards, real objects (realia), puppets, posters, gestures, movements or even Vietnamese. Then write the new words/phrases on the board and have pupils repeat them a few times.
- Do the first example with pupils and check whether they know what to do and what to listen for.

b. While listening

- Play the recording three times: once for pupils to listen to the whole text, once for them to do the task, and once for them to check their answers. Leave enough time between the listenings for pupils to do what they are required to.
- Monitor the activity and check whether pupils are doing the right thing. If they seem confused, do the first example with them.

c. After listening

- Get pupils to show and compare their answers. It is advisable to ask individual pupils to explain how they come to the answers (pupils can use Vietnamese to explain) because they need to share their listening strategy with their classmates.
- If many pupils have got an item wrong, replay the recording and help them understand.

2. TEACHING SPEAKING

Like listening, speaking plays a very important part in early language learning. Pupils can use their appropriate English to express what they mean in interactions with the teacher or with their peers. Here is a three-staged approach to teaching speaking.

a. Before speaking

- Put the activity in context: focus pupils' attention on the picture(s) or the dialogue(s) (*Look, listen and repeat; Point, ask and answer; Talk*). Point to each picture and elicit pupils' answers to prediction questions such as *What is this? Who's this? Where is he/she? What does this mean? When do you use it?*, etc. or ask pupils to prompt the words to complete the sentences in the speech bubbles or ask them to work in closed pairs (read more in *Class Management*) or in groups.
- Use a variety of appropriate techniques which suit the level of the pupils to teach the meaning of the new vocabulary. Encourage pupils to guess the meaning through pictures and context.

b. While speaking

- Make sure pupils understand what the task is (*Repeat, Point, Ask and answer, Talk, Sing, Chant, Recite a poem*, etc.).
- Play the recording or read the text twice (*Look, listen and repeat*): once for pupils to listen all the way through and once for them to follow in their books. Check their comprehension through gist questions.
- Get pupils to read the example(s) (*Point, ask and answer*) before they work in pairs or groups.
- Model the example with the whole class or use an "open pair" or a "closed pair" for the first time.
- Divide the class into groups/pairs, with each group/pair having a different role in the dialogue/exchange. Play the recording or read the text. Each group/pupil says the assigned character/line. Encourage pupils to perform actions as they speak.
- Repeat the step without the recording and encourage pupils to remember their lines.
- Move on to practise in pairs or in groups. Monitor the activity and offer help when necessary. Focus on the pronunciation and, in particular, the stress and intonation patterns.

c. After speaking

- Call groups/pairs to the front of the class to act out the dialogues or say the topic required.
- Follow up the activity with freer activities based on the language of the current unit and the earlier ones to provide pupils with good opportunities to communicate by relating

the language to their own situation, or create their own messages (*Talk, Discussion, Survey, Say the differences, Guess, Information gap*, etc.). This also includes teacher instructions and teacher-pupil interaction at the beginning or at the end of lessons.

Notes: The dialogues in each unit in *Tieng Anh 5* contain both productive and receptive English. Pupils are expected to learn and produce only the productive language and to understand the receptive one. They do not need to remember and reproduce all the words and structures in the unit. The productive speaking and listening are mostly in the *Point, Ask and answer, Talk, Role-play, Game(s), Chant(s), Poem(s), Song(s)* sections and in the interactions between the teacher and pupils and among pupils themselves.

3. TEACHING READING

The reading texts in *Tieng Anh 5* are based on the familiar language materials that have been orally/aurally practised, and the use of whole-word sign recognition as well as phonics. In addition, the written words will support pupils' understanding in listening and speaking and make them feel more secure and get familiar with conventions of print and text.

The procedure of teaching *reading for specific information* (reading for details) and *reading for gist* (reading for general idea) in class can be staged into before, while and after reading.

a. Before reading

- Set up the context and prepare a motivating and interesting atmosphere. Elicit pupils' responses to questions about the title and the pictures in their books. Encourage pupils to guess what the text is about before they start their reading.
- Encourage pupils to work out the meaning of new words through contexts or relate their clues together to understand the meaning of the text. Pre-teach the key words that pupils cannot guess, using pictures, gestures, antonyms, synonyms and even Vietnamese for abstract notions. Write the key words on the board and get pupils to repeat them a few times.
- Make sure pupils understand the tasks before they start reading. Encourage pupils to work independently.

b. While reading

- It is advisable to establish a classroom routine in the earlier lessons in which pupils put up their hand in case they need the teacher's support as they do the reading tasks.
- Tell pupils not to worry if they cannot understand every single word because that does not prevent them from doing the tasks. Ask some simple questions to check if they understand the general point of the text (*reading for gist*) and the details (*reading for specific information*).
- Give pupils sufficient time to read the text and let them work in silence. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs or in groups. In case pupils in a pair or a group disagree with each other on any answer, tell them to read the instructions and the text again.

c. After reading

- Check the answers with the whole class. Ask some individual pupils how they come to the answers. They can explain in Vietnamese.
- Get some pupils to write the answers on the board if time is available.
- Conduct an oral practice of questions and answers without looking at the lines in their books.
- Do any follow-up activity/extension suggested in the Teacher's Book.

4. TEACHING WRITING

In *Tieng Anh 5*, initial writing emphasis is on supporting and reinforcing oral-aural work, particularly the spelling of familiar vocabulary and sentence patterns. The writing tasks often follow a model text or relate what the pupils have read to their personal experience, interests and hobbies. Pupils love to see their work displayed and read by their peers and the teacher.

a. Before writing

- Set the context or the purpose of writing: elicit pupils' answers to the questions related to the writing content. Be sure that pupils know what they are going to write. In case they have no idea, get them to read the reading passage or the model text carefully in order to piece together the ideas that they need for their writing task.
- Elicit pupils' answers to check their comprehension of the related language. Write on the board the key words or structures necessary for pupils to do the task. For some tasks, pupils have to discuss in pairs or in groups before they work individually.
- Get pupils to be aware of spelling, punctuation and capitalization.

b. While writing

- It is useful to suggest that pupils should write their draft before they copy their work onto a neat and clean sheet of paper because good pieces of writing will be used for class display later.
- Pupils work individually. Monitor the activity and help pupils correct any mistakes.

c. After writing

- Get pupils to exchange their work in pairs. Ask a few individual pupils to read their work to the class.
- Have a classroom display, make use of the board or the space in a corner of the classroom.

5. TEACHING VOCABULARY

Teaching vocabulary helps pupils understand, memorise and use the words/phrases appropriately in specific contexts. Young pupils learn English words and chunks (words/phrases) that combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give pupils plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Teach the form of the word (sound and spelling) as well as its meaning and other related aspects of words such as grammatical changes in forms and collocations (words that go together).

- Use a picture/ puppet/real object/a flashcard/gestures or even Vietnamese (for abstract meaning) to help pupils recognise the meaning of the word/phrase.
- Say/Play the recording for pupils to listen and repeat the word/phrase a few times.
- Get pupils to practise using the word in a wide range of spoken or written activities in pairs or in groups.

6. TEACHING PRONUNCIATION

In *Tieng Anh 5*, the pronunciation activities relate the language introduced in the unit to the language in the earlier ones. They vary in types: *phonics, songs, rhymes, chants, and games*.

a. Phonics

Phonics enables pupils to recognise the relationship between letters or letter combinations and the sounds they make, e.g. *blue, flat* (Unit 2), *watched, visited, played* (Unit 6), etc. With the knowledge of phonics, pupils are able to improve their speaking and reading skills because they can identify the spelling and the pronunciation patterns of the text they hear and decode them quickly.

- Draw pupils' attention to the letter(s) and its/their sound(s) in words, and model the new sound(s) a few times for pupils to repeat.
- Elicit pupils' answers to check their comprehension of the dialogues/chants/poems. Show them how to respond as they listen to the recording (e.g. to repeat or to do actions). Play the recording or read the text twice: once for pupils to listen to the text all the way through, and once for them to clap the focused sounds or to repeat each line.
- Divide the class into groups to say different lines or roles in the dialogues with or without the recording.
- Make sure pupils understand the follow-up activities before they do them.
- Call on some individual pupils to report the answers orally or write on the board.
- Get the class to read together the answers.

b. Songs/rhymes/chants

Songs/rhymes/chants aim to provide additional resources that help pupils listen to natural English and speak it fluently.

- It is advisable to set the context and teach new vocabulary, using flashcards, realia, pictures, etc; and mime the lines if possible.
- Elicit pupils' answers to check their comprehension of the text.
- Play the recording a few times for pupils to repeat each line of the song/rhyme/chant with or without their books opened.
- Divide the class into groups to practise the song/rhyme/chant(s)/poem(s). Pupils should tap their hands on the desk or stamp their feet to keep the rhythm.
- Get a few groups to perform the task in front of the class with actions.
- It is advisable to incorporate songs/rhymes/chants into each lesson. Use them to warm up or round up a lesson to motivate pupils.

c. Other activities

Spelling and writing

- Give a list of the words in focus that you want the pupils to spell correctly. Select some pupils to read the words aloud. Individually, pupils look at each word, say it, and write it down into their notebooks. Pupils check their work in pairs or groups.
- Write the focused words on the board. Assign one word to each pupil to copy it onto a small piece of paper. Collect the pieces of paper and mix them up. Put them into a box. Have two teams take turns to pick out a word and say it to their opponent team member. This pupil must spell the word correctly to score a point.

Dictation

Pupils work in pairs or in groups. They take turns to dictate the focused words to each other and check each other's spelling. Another way is that the teacher dictates and all pupils listen and write the dictation. Then pupils work in pairs to correct their products.

Word cards

Prepare word cards for the focused words you wish to check. Involve two teams of four pupils in the activity. Pupils from each team take turns to come to the front of the class to pick a card. They act out the word on the card for their team, who has to guess the word, up to five tries, to score a point.

TPR (*Total Physical Response*)

TPR are actions done as commanded to associate the language with the movement to provide pupils with a strong support to understand the language. It provides a physical and fun context for the successful understanding of the key language, without the need to produce accurate English at an early stage of learning. The procedure of using TPR as a teaching technique is as follows:

- Play the recording or say the text. Do the actions associated with the text. Repeat the step. Play the recording again without actions.
- Ask pupils to share ideas within a group to see how much of the text they can remember.
- Get pupils to say the text again without actions.

Games

Bingo

Draw a word grid on the board and ask pupils to copy it. Pupils tell you the words they have studied in their lessons. List them on the board. Pupils choose the words from the list to copy into their grid. While they are doing this, copy each word onto a strip of paper, put the strips of paper into a bag and mix them up. Select pupils to pick out a strip of paper and to call out the word. Pupils with that word in their grid put a cross on it. Continue the game until there is a pupil who has all the words on a straight line crossed out.

Charades (Miming)

This is a great game to review vocabulary. You may need to do the actions with pupils if they are shy at first. This will help them to feel more comfortable and secure. Divide the class into two teams. Show the first team a vocabulary word. They must act it out. If the second team can guess the correct word, they get a point. Switch the teams and let the second team act out a word while the first team guesses.

Simon says ...

This is a fun and classic game. The teacher (or a pupil) tells pupils to carry out actions by saying: "*Simon says ... touch your nose/stamp your feet*", etc. If the teacher does not say "*Simon says...*" the pupils should do nothing. Have pupils write four or five commands they have learnt on a sheet of paper (e.g. *stand up, sit down, clap your hands, stamp your feet, touch your ears*, etc.). Explain the rules of the game and make sure pupils understand that they must hear "*Simon says...*" to perform the action. If not, they do nothing. You can play a trial game until pupils have understood. Pupils should use the commands they have written down. Pupils are eliminated if they do not perform the correct action, or if they perform an action when they do not hear "*Simon says...*".

Kim's game

This is a memory game. Collect together a group of items in the same semantic field, e.g. school things or pictures of things in a room. The pupils should be familiar with

the vocabulary. Arrange the items on a desk and cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth. Have a brief discussion with the class on what might be under the piece of cloth based on the shape and size of what they can see, etc.

- Divide the class into groups. Do not allow any pupil to write anything down. Explain that you will show the class the things under the piece of cloth for 60 seconds in silence. After that, each group must write down the name of as many objects as they can remember.
- Show the items for 60 seconds then cover them with the piece of cloth. Back in their groups, the pupils try to remember what they have just seen. Groups can get a point for a correct guess and another for a correct spelling and so on. The group with the most points wins the game.

Find your partner

- Write on the board the sentences in focus in the unit, e.g. *I broke my leg. I got a scratch on my face. I spilled hot water on my feet*, etc. Divide the class into groups. Each pupil in half of the group selects and copies a sentence onto a strip of paper and keeps it secret. Each pupil in the other half keeps a picture card containing the corresponding accident.
- The teacher sets the time and says *Go!* Pupils move and ask the question *What happened to you?* to search for the pupil who has the correct picture.

S1 (has the sentence *I broke my leg.*): *What happened to you?*

S2: *I've got a bad cut.*

S1: *Sorry. Wrong person.*

S1 goes on asking until he/she finds the right pupil and says *You are my partner!*

The two pupils slap their hands and stand side by side until the rest of the group finds their partners. The group that finishes the activity first wins the game. Beware of cheating!

Find someone who ...

This is an alternative game of *Find your partner*. For example, use the picture cards of the locations of a dream house which is near the seaside/on a mountain/in the country/in the city/in town/by a lake/by a river, etc., to search for someone who wants to have a dream house in the right location. The idea of this game is the same as in the "Find your partner" game.

S1 (has the picture of a dream house): *Where will your dream house be?*

S2: *It will be on a mountain.*

S1: *What will it be like?*

S2: *It will be a big house...*

S1 moves and asks until he/she finds the right pupil who wants his/her house.

Weather sentences (sentence making)

- This is a card game. There are sets of weather cards, days (today or tomorrow) and temperature cards for H (hot), C (cold), W (warm), Co (cool).
- Pupils play in pairs. Pupil A selects and arranges one weather card, one day card and one temperature card on the desk, e.g. one sunny card, one day card, (today) and one

H card. Pupil A asks: *What's the weather like today?* Pupil B answers: *It's hot and sunny today.* Or Pupil A arranges one windy card, one day card, and one C card. Then he/she asks: *What will the weather be like tomorrow?* Pupil B answers: *It will be cold and windy tomorrow.*

- If Pupil B gives an incorrect answer, Pupil A keeps the lead. If Pupil B makes a correct answer, he/she will be the lead in the next round. Every correct answer scores one point. The one who has the most points is the winner.

Slap the board / that word

- *Slap the board/that word* is a fun game you can play with children that will help them associate and reinforce written and spoken words that have been introduced during your lessons.
- The goal of the activity is that given a spoken word, the student will quickly be able to recognize the word's written form or a corresponding picture.
- You will need these materials: a fly swatter or a newspaper rolled as a tube, word or picture wall (words written/pictures stuck on a chalkboard or white board).

Tic-Tac-Toe

- This game is a fun way for students to practise their English while enjoying some competition. The exercise is rather intuitive:
- Distribute the tic-tac-toe sheet, e.g.:

Do you like?	What lessons ...?	Why do you ...?
What do you...?	Who likes ...?	What colour is....?
What colour are ...?	Have you got ...?	How many ...?

Students complete the questions (or statements).

Students score an X or O for each sentence that is grammatically correct and makes sense.

This game is best played in class with the teacher checking answers. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answers.

I Spy With My Little Eye ...

Choose one student to be the spy. The spy looks around the room and selects an object which he or she then whispers to the teacher. (With very young students, it might be better to have them tell a teacher outside of the classroom.) He or she then announces to the class, "I spy with my little eye something [color]." Students then take turns guessing the object the spy has seen (i.e. "Is it the teacher's shirt?") Whoever guesses correctly becomes the next spy.

BOOK MAP

Me and My Friends

Unit 1. A Summer Camp			
Competences <ul style="list-style-type: none"> Asking and answering questions about where someone is from Asking and answering questions about someone's nationality 	Sentence Patterns <ul style="list-style-type: none"> Where's he from? <ul style="list-style-type: none"> – He's from Malaysia. Where in Malaysia is he from? <ul style="list-style-type: none"> – Kuala Lumpur. What's his / her nationality? <ul style="list-style-type: none"> – He's / She's Indonesian. 	Vocabulary <p>summer, camp, different, country (countries), Malaysia, Thailand, Bangkok, Kuala Lumpur, the UK, the USA, Indonesia, Thai, Laotian, Cambodian, cultural display</p>	Phonics <p>Vietnamese Indonesian</p>
Unit 2. My Friend's House			
Competences <ul style="list-style-type: none"> Asking and answering questions about where one lives Asking and answering questions about one's house 	Sentence Patterns <ul style="list-style-type: none"> Where do you live? <ul style="list-style-type: none"> – I live at 52 Ba Trieu Street. – I live on the second floor of Ha Noi Tower. What's your house like? <ul style="list-style-type: none"> – It's a big house. It's got a green gate. 	Vocabulary <p>cardinal numbers: 50-100, avenue, road, lane, flat, block, top, ground, floor, gate, yard, roof, balcony, fence, favourite, cottage, town, village</p>	Phonics <p>flat block</p>
Unit 3. A Birthday Party			
Competences <ul style="list-style-type: none"> Asking and answering questions about a birthday present Asking and answering questions about what one did at a birthday party 	Sentence Patterns <ul style="list-style-type: none"> What present did you give Mai? <ul style="list-style-type: none"> – A pink clock. What did you do at the party? <ul style="list-style-type: none"> – We played <i>hide-and-seek</i>. 	Vocabulary <p>present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember</p>	Phonics <p>third December</p>
Unit 4. Mai's Day			
Competences <ul style="list-style-type: none"> Asking and answering questions about daily activities Asking and answering questions about past activities 	Sentence Patterns <ul style="list-style-type: none"> What does she often do in the morning? <ul style="list-style-type: none"> – She's got classes at school. What did you do last night? <ul style="list-style-type: none"> – I surfed the Internet for my school project. 	Vocabulary <p>have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project</p>	Phonics <p>afternoon brush</p>
Unit 5. Our Picnic to the Seaside			
Competences <ul style="list-style-type: none"> Asking and answering questions about what people will do in the future Asking and answering questions about what one will be in the future 	Sentence Patterns <ul style="list-style-type: none"> What will we do in the morning? <ul style="list-style-type: none"> – We'll cruise around the islands. What will you be in the future? <ul style="list-style-type: none"> – I'll be a singer. 	Vocabulary <p>explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet</p>	Phonics <p>will small</p>
Review 1			

Me and My School

Unit 6. A Visit to the Zoo			
Competences <ul style="list-style-type: none"> Asking and answering questions about what people did at the zoo Asking and answering questions about what one saw at an animal show 	Sentence Patterns <ul style="list-style-type: none"> What did you do at the zoo? <ul style="list-style-type: none"> We walked around to see the animals. What did you see at the animal show? <ul style="list-style-type: none"> I saw two tigers jumping through the burning hoops. 	Vocabulary <p>animal show, zoo keeper, giraffe, goose, moose, jungle, correct, burning hoop, horse, trick, snake, seal, mouse</p>	Phonics <p>played visited watched</p>
Unit 7. My Favourite Sports and Games			
Competences <ul style="list-style-type: none"> Asking and answering questions about one's favourite sports and games Asking and answering questions about how often one plays a sport or a game 	Sentence Patterns <ul style="list-style-type: none"> What's your favourite sport? <ul style="list-style-type: none"> It's table tennis. What's your favourite game? <ul style="list-style-type: none"> It's blind man's bluff. How often do you play table tennis? <ul style="list-style-type: none"> Twice a week. 	Vocabulary <p>blind man's bluff, rollerskating, karate, basketball, shuttlecock sport, table tennis, skate, rollerskate, once, never, sometimes, always, rarely</p>	Phonics <p>game skate</p>
Unit 8. My Favourite Books			
Competences <ul style="list-style-type: none"> Asking and answering questions about what book one is reading Asking and answering questions about what a story character is like 	Sentence Patterns <ul style="list-style-type: none"> What book are you reading? <ul style="list-style-type: none"> I'm reading <i>The Legend of Hoan Kiem Lake</i>. What is <i>Son Goku</i> like? <ul style="list-style-type: none"> He's intelligent and brave. 	Vocabulary <p>legend, character, thief (thieves), starfruit, magic lamp, dwarf, dragon, watermelon, main, intelligent, brave, patriotic, clever, brilliant, good-natured, gentle, miserable</p>	Phonics <p>watermelon dragon</p>
Unit 9. Our Teachers' Day			
Competences <ul style="list-style-type: none"> Asking and answering questions about the dates of Teachers' Day in some countries Expressing and responding to wishes 	Sentence Patterns <ul style="list-style-type: none"> When is Teachers' Day in Malaysia? <ul style="list-style-type: none"> It's on May 16th. These flowers are for you. <ul style="list-style-type: none"> Thank you. 	Vocabulary <p>special, celebrate, honest, forward, wonderful, devoted, bunch of flowers, poem</p>	Phonics <p>card just</p>
Unit 10. How I Learn English			
Competences <ul style="list-style-type: none"> Asking and answering questions about one's favourite subject Asking and answering questions about how one learns English 	Sentence Patterns <ul style="list-style-type: none"> What subject do you like best? <ul style="list-style-type: none"> Science. How do you learn to speak English? <ul style="list-style-type: none"> I practise speaking every day. 	Vocabulary <p>translator, difficult, count down, again, downtown, towel, vocabulary, practise, grammar, foreign</p>	Phonics <p>count how</p>
Review 2			
Glossary			

UNIT 1 - A Summer Camp

Competences

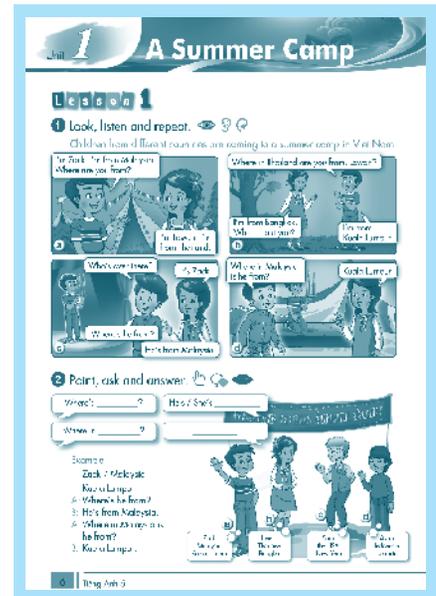
- Asking and answering questions about where someone is from
- Asking and answering questions about someone's nationality

New Language

- **Phonics:** *Vietnamese Indonesian*
- **Vocabulary:** *summer, camp, different, country (countries), Malaysia, Thailand, Bangkok, Kuala Lumpur, the UK, the USA, Indonesia, Thai, Laotian, Cambodian, cultural display*
- **Sentence Patterns:** *Where's he from?*
 - *He's from Malaysia.*
 - Where in Malaysia is he from?*
 - *Kuala Lumpur.*
 - What's his / her nationality?*
 - *He's / She's Indonesian.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 1, Pp. 6 -12*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points and a world map (or World Atlas).



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about where someone is from.

Warm-up: Use the character gallery on Page 2 to play the game *Slap the board*. (Read more in the *Introduction, Games, Page 20*) Say the name of each character and get pupils from two teams to move to the board to slap the pictures corresponding to the names of the characters. The pupil who first slaps the correct picture scores a point for his / her team. The group with the most points will win the game.



1. Look, listen and repeat.

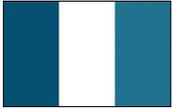
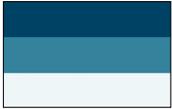
- Ask pupils to open their Student's Book on Page 6. Focus their attention on the title of the unit, the pictures and the texts. Get pupils to read the title of the unit and elicit their answers: *Do you understand the title? Have you been to a summer camp?* Have pupils look at each picture and get them to identify the familiar characters and the new ones. Point to each character and ask: *Who is this? Do you know him / her? What's his name? What's her name?* etc. Praise pupils if they give a correct answer. Then ask pupils to discuss what is happening in each picture. Say: *These children are at a summer camp in Viet Nam.* (Point to Lawan) *Who's this girl?* (Point to Zack) *Who's this boy?* etc. Read each line in the pictures and check pupils' comprehension at times, using English, and Vietnamese when necessary. Use an atlas or a world map to show where each country or city is (*Malaysia, Thailand, Bangkok and Kuala Lumpur*). Write the new vocabulary on the board and get pupils to say the words a few times.
- Make sure that pupils can understand the situation and language in this section. Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Zack and Lawan.



2. Point, ask and answer.

- Set the context: point to the picture in this section and say: *These are the children at the summer camp in Viet Nam. They come from many countries.* (Point to a) *This is Zack. He's from Kuala Lumpur, Malaysia. Repeat after me. Zack, Malaysia, Kuala Lumpur.* Repeat the step with the rest of the characters. Then ask pupils to read the example. Elicit their prompts to complete the text in the speech bubbles. Write the question and answer on the board and get pupils to repeat the lines a few times in turn.
- Model the task with the whole class: Point to Zack and ask: *Where's he from?* Class: *He's from Malaysia.* T: *Where in Malaysia is he from?* Class: *Kuala Lumpur.* Go through the task with the rest of the characters in the same way. Focus on pronunciation and fluency.
- Pair work. Pupils take turns to point, ask and answer questions about the country and city where each character comes from. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the character flashcards.

Notes on names of countries and cities in the unit

Country	Nationality	Capital city	City related	Flag
Australia	Australian	Canberra	Sydney	
Cambodia	Cambodian	Phnom Penh		
France	French	Paris		
Germany	German	Berlin		
Indonesia	Indonesian	Jakarta		
Japan	Japanese	Tokyo	Kyoto	
Korea	Korean	Seoul		
Laos	Laotian	Vientiane		
Malaysia	Malaysian	Kuala Lumpur		
Thailand	Thai	Bangkok		
The UK	British	London		
The USA	American	Washington D.C.	New York	
Viet Nam	Vietnamese	Ha Noi	Ho Chi Minh City	



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 7. Get pupils to look at the pictures and tell them the purpose of listening: *You are going to listen and tick the correct picture in each number.* Then elicit pupils' answers, e.g. *What do you see in the pictures of number 1? (flags) What country does this flag indicate? (Malaysia) And this one? (Indonesia), And this one? (Australia) Good job. Now you listen and find out where the speaker is from.* If pupils do not understand, use both English and Vietnamese to support them. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen.

Notes: Picture 2a: *Two kangaroos for Sydney*; Picture 2b: *A Thai pagoda for Bangkok*; Picture 2c: *A kimono for Tokyo*; Picture 3a: *A flag of Thailand for Thai nationality*; Picture 3b: *A flag of Laos for Laotian*; Picture 3c: *A flag of Cambodia for Cambodian*; Picture 4a: *The Clock Tower Big Ben for London*; Picture 4b: *The Statue of Liberty for New York*; and Picture 4c: *Two kangaroos for Sydney*

- Do the first example with pupils. Then play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the picture.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. If there is disagreement on any answer, play the related part of the recording again.
- Read out the correct answers to the class. Ask a few pupils how they came to their answers, if possible.

Tapescripts:

These children are meeting each other at a summer camp in Viet Nam.

- | | |
|--|--|
| <p>1 Azmi: <i>Hi, I'm Azmi.</i>
 Nam: <i>Hi, Azmi. I'm Nam.</i>
 <i>Where are you from?</i>
 Azmi: <i>I'm from Indonesia.</i>
 Nam: <i>Where in Indonesia are you from?</i>
 Azmi: <i>Jakarta.</i></p> | <p>2 Tony: <i>Hi, I'm Tony. I'm from Australia.</i>
 Lawan: <i>Hello, Tony. I'm Lawan.</i>
 <i>I'm from Thailand.</i>
 Tony: <i>Where in Thailand are you from?</i>
 Lawan: <i>Bangkok.</i>
 Tony: <i>Oh, my family went to Bangkok last summer.</i></p> |
| <p>3 Sam: <i>Is Lawan Malaysian?</i>
 Zack: <i>No. She's Thai.</i>
 Sam: <i>How do you know?</i>
 Zack: <i>She's my new friend.</i></p> | <p>4 Zack: <i>Is Tony from London?</i>
 Linda: <i>No. He's from Sydney.</i>
 Quan: <i>How do you know?</i>
 Linda: <i>He's my new friend.</i></p> |

Answers: 1. b 2. b 3. a 4. c

4. Talk.

- Ask pupils to open their Student's Book on Page 7. Make sure they understand the task: Each pupil chooses a boy / a girl from the pictures and introduces him/her to his / her partner. His / Her partner will make questions.
- Do the first example with the whole class in order to give them a clear idea of how the activity works. Point to Lawan: *This is Lawan. Class: Where's she from? T: She's from Thailand. Class: Where in Thailand is she from? T: She's from Bangkok.*

Notes: Picture b. Zack from Kuala Lumpur, Malaysia ; Picture c. Azmi from Jakarta, Indonesia; Picture d. Sam from New York, the USA; Picture e. Akio from Tokyo, Japan. Picture f. a Vietnamese girl. Pupils can imagine her name and where she comes from at will.

- Pair work. Pupils in pairs take turns to ask and answer questions about the characters in this section.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they add some extra language based on what they know.

Summary

- In this lesson, pupils have learnt to ask and answer questions about where someone is from, using *Where's (Zack) from? – (He)'s from Malaysia., and Where in Malaysia (is he from)? – (Kuala Lumpur).*

Homelink

- Pupils use a World Atlas or Google Earth on the Internet to search for the cities and flags of the related countries in the unit.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*; and
- to listen and number the pictures in the order they hear.

Warm-up: Play *Slap the board*, using flags of the countries. Call out the name of each country. Pupils from two groups move to the board to slap the corresponding flag on the board. The pupil who first slaps the correct flag gets a point for his / her team. The group with the most points wins the game.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 8. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*. Get pupils to repeat the words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section. Elicit their answers to set the context: *Who is it? Where's she from? Where is she now? What is she going to do?* Pre-teach the new vocabulary: *cultural show, mask, model, twin towers*, using pictures (use Vietnamese for *cultural show* and *twin towers* if pupils do not understand). Write the new words on the board and get pupils to repeat them a few times. Read each dialogue, stop at times to check pupils' comprehension. Then have them repeat each line in the dialogues. Tell pupils that they are going to listen and clap once for the words with "ese" and clap twice for the words with "ian".
- Model: Read Dialogue a, clapping: *Japanese* (one clap), *Vietnamese* (one clap). Read Dialogue b. *Indonesian* (two claps), *Malaysian* (two claps). Get pupils to clap in the same way as you read each dialogue again. Then ask pupils to repeat each line of the dialogues.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap at the focused words.
- Divide the class into four groups to take turns to repeat the lines from Mai, Akio, Azmi and Zack.

Tapescripts:

1. Mai: *What are you going to do for the cultural show?*
Akio: *I'm going to tell a Japanese story. What about you?*
Mai: *I'm going to sing a Vietnamese song.*
2. Azmi: *I'm going to show some Indonesian masks. And you?*
Zack: *I'm going to show a model of Malaysian Twin Towers.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 8. Get them to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Recall the vocabulary, using appropriate techniques. Say each word and get pupils to repeat a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

- **Vietnamese:** *Chinese, Japanese*
- **Indonesian:** *Australian, Cambodian, Malaysian, Laotian*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above task, e.g. Vi.et.nam.ese. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

Chi.'nese	Cam.'bo.di.an
Jap.a.'nese	Aus.'tral.i.an
	Ma.'lay.sian
	La.'o.tian



1 2 3 4. Listen and number.

- Get pupils to open their books on Page 9. Tell them the purpose of listening: *You are going to listen to the recording and number the pictures. Look at the pictures. How many pictures are there? Look at Picture a, What is it? Do you know it? And Picture b, What is it?* etc. If pupils do not understand, use Vietnamese to tell them about the pictures and what symbols these pictures indicate.

Notes: Picture a: *a robotic cat in Doraemon, one of the popular Japanese mangas (Manga is a special term referring to a type of Japanese children's picture books);* Picture b: *The Petronas Twin Towers in Malaysia;* Picture c: *three Indonesian masks;* Picture d: *a Chinese lantern.*

- Pre-teach the key words to understand the text: *activity, talk, display, Doraemon.* Write these words on the board for pupils to repeat a few times. Remind pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers: a. 4 b. 3 c. 1 d. 2

Tapescripts:

Voice: *Tomorrow, there is a cultural activity at the summer camp. We're going to have some talks and a cultural display. (Pause)*

1. *An Indonesian boy is going to show some Indonesian masks and talk about their history. (Pause)*

2. *A Chinese girl is going to show a Chinese lantern and show how to make it. (Pause)*

3. A Malaysian boy is going to show a model of the Petronas Twin Towers and talk about the building. (Pause)

4. At the end, we're going to watch a Japanese cartoon. A Japanese girl has got a video tape of Doraemon to show. It's going to be fun. (Pause).

5. Fun time

City Bingo

- Ask pupils to open their Student's Book on Page 9 and set the context: *You're going to play the game City Bingo. Do you know how to play this game?* Recall the game rules. Draw the grid and a list of cities on the board. Get pupils to repeat the name of each city a few times.
- Ask pupils to copy the grid onto a sheet of paper and select the nine cities, at random, to complete the grid, e.g.

New York	Sydney	Bangkok
Ha Noi	London	Kuala Lumpur
Jakarta	Tokyo	Seoul

- Call out the city names at random and tell pupils to cross the name they hear. The first pupil who crosses out all nine cities in his/her grid calls out "Bingo!" He / She is the winner of the game and is the lead (caller) of the next game.

Alternative: The first pupil who crosses out the three cities on any straight line calls out "Bingo!" He/She is the winner of the game and is the lead (caller) of the next game. This alternative takes less time than the first one.

New York	Sydney	Bangkok
Ha Noi	London	Kuala Lumpur
Jakarta	Tokyo	Seoul

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ese** as in *Vietnamese* and those of the letters **ian** as in *Indonesian*;
- to listen and number the pictures; and
- to play the game *City Bingo*.

Homelink

- Pupils select a favourite flag, draw and colour it at home for a class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about someone's nationality;
- to read an information text on a summer camp and write an e-mail.

Warm-up: Pupils display their flags (Homelink) and play the game *Country Bingo* (an alternative game to *City Bingo* in Lesson 2).



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 10. Set the context: *This is a cultural activity at the summer camp. Look at Picture a. Who are they? Who are these children talking about? What's the name of the boy on the stage? What's his nationality?* Repeat the step with Picture b. Pre-teach the new vocabulary: *stage, nationality*. Write the words on the board and get pupils to repeat them a few times.
- Make sure that pupils can understand the situation and language before playing the recording twice: once for pupils to listen all the way through, once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the questions and answers in each picture.



2. Point, ask and answer.

- Draw a chart of the country and nationality related to this section on the board. Get pupils to repeat each name a few times. (Refer to Page 28 in Lesson 1, TB). Set the context. Point to the picture and say: *These children are at the summer camp. They're from different countries. Now you practise asking and answering questions about their nationalities.*
- Ask pupils to read the example and elicit their prompts to complete the speech bubbles.
- Write the question and answer on the board and get pupils to repeat them a few times. Model the task with the whole class. Point to Zack and ask: *What's his nationality?* Class: *He's Malaysian.* Go through the task with the rest of the characters in the picture. Focus on the pronunciation and fluency.
- Pair work. Pupils in pairs take turns to point, ask and answer questions about the nationality of the characters in the picture. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation and of using the new characters.



3. Read and do the tasks.

a.

- Ask pupils to open their Student's Book on Page 11. Set the context: *Read the title of the passage. Do you understand it? Can you guess what you are going to read about? Look at the picture. Where is it? What are the children doing?* etc. Elicit and recall any vocabulary that pupils will need to understand the text: *summer camp, national park, go hiking*, etc. Write the key words on the board and get pupils to repeat them a few times. Use pictures or gestures to teach the meaning of new words. Play the recording or read the passage, pausing at times to check pupils' comprehension, e.g. *Where was the summer camp? Where was Zack / Sam from? Did the children go hiking at the camp? What did they learn at the summer camp?*
- Check if pupils understand the task. Do the first example with them if they are confused. Get pupils to read all the sentences in Task a and tell them to search for the corresponding information as they read the passage. Give pupils sufficient time to do the task and move around to monitor the activity.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class. Ask pupils to read the passage again if there is any disagreement on the answers.

Answers: 1. F 2. F 3. T 4. T 5. T

* b.

- This is an optional task for better pupils. Ask pupils to brainstorm the camping activities that they can remember from the reading passage. Write pupils' prompts on the board, e.g. *went hiking, told stories, danced and sang songs, played sports and games, ate different kinds of food and drink*, etc. Call on a pupil and model the task with him / her.

T: *Imagine you were at that summer camp. Tell me one thing that you liked doing there.*

(Pupil answers.)

T: *Good. Now tell me one thing that you did not like doing.*

(Pupil answers).

- Set time and get pupils to work in pairs. Monitor the activity. Finally, call on some individual pupils to say their answers to the class.



4. Read and write an e-mail.

- Get pupils to open their Student's Book on Page 12. Have a brief discussion with the class about the pictures and the task. Point to the model text and elicit pupils' answers: *What is this? Who wrote the e-mail? Who will receive it?* Then read the passage, pausing at times to check pupils' comprehension: *Where was the summer camp? What did the campers do at the camp?* etc. Get pupils to repeat the model e-mail. Then ask them to read the guide and follow the model e-mail for their draft writing before they copy it onto a clean sheet of paper for the class display later.
- Set time and move around the classroom to monitor the activity. Write any words that pupils need on the board. Finally, get a few pupils to read aloud their e-messages to the class. Finally, have a class display of pupils' works.



5. Fun time

Sing and guess the friends' names.

Tune: **Bingo**

Lyrics:

Jenny and Harry

*There is a girl who has a friend
and Jenny is her name.*

J-E-N-N-Y

J-E-N-N-Y

J-E-N-N-Y

and Jenny is her name.

*There is a boy who has a friend
and Harry is his name.*

H-A-R-R-Y

H-A-R-R-Y

H-A-R-R-Y

and Harry is his name.

- Ask pupils to open their Student's Book on Page 12. Stick the large-sized sheet of paper with the song *Jenny and Harry* written on it on the board. Discuss the pictures with pupils. Point to each child and elicit their answers to identify the character. Ask pupils to guess the name of Jenny's friend (Mai) and Harry's friend (Nam).
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Stop after each line for pupils to repeat a few times.
- Play the recording again for you and the whole class to sing along.
- Divide the class into groups. Each group sings a line without music.
- Group work. Pupils practise singing in groups, doing actions.
- Call on a group to sing the song in front of the class. The rest of the class clap to the beat.

Follow-up

- Suggest pupils to replace Jenny / Harry with Vietnamese names such as *Ngoc, Nga, Thu, Linh, Minh, Mai*, etc. to sing the song.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about someone's nationality, using *What's his / her nationality?* – *He's / She's Indonesian.*; and
- to read about a summer camp and to write an e-message to a friend.

Homelink

- Pupils play the game *City / Country Bingo* and sing the song *Jenny and Harry* at home.

UNIT 2 - My Friend's House

Competences

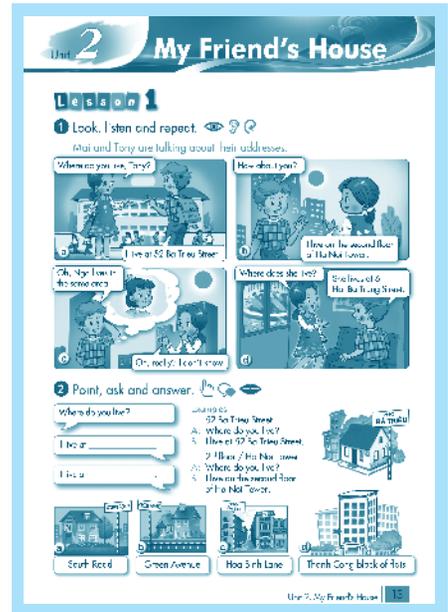
- Asking and answering questions about where one lives
- Asking and answering questions about one's house

New Language

- **Phonics:** *flat block*
- **Vocabulary:** *cardinal numbers: 50-100*
avenue, road, lane, flat, block, top,
ground, floor, gate, yard, roof, balcony,
fence, favourite, cottage, town, village
- **Sentence Patterns:** *Where do you live?*
 - *I live at 52 Ba Trieu Street.*
 - *I live on the second floor of Ha Noi Tower.*
- What's your house like?*
 - *It's a big house. It's got a green gate.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 2, Pp. 13-19*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the *Phonics* on Page 15, the crossword puzzle on Page 16 and a street map of Ha Noi.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about where one lives.

Warm-up: Pupils play *Bingo* with numbers 21-50. (Refer to Page 20, Teacher's Book)



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 13. Get them to look at the title of the unit and the four pictures to identify the characters in each picture. Elicit their answers: *Who is this? What's her / his name? Where are they? What are they talking about in Pictures a/b/c/d?* Write the new vocabulary: *52, 61, same area, street, floor, tower* on the board and get pupils to say them a few times. Use both English and Vietnamese to help pupils understand the context if they seem confused. Read the exchange in each picture. Stop at times to check pupils' comprehension. Make sure that pupils can understand the situation and language in each picture.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines of Mai and Tony.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 13. Set up the context: *We're going to practise asking and answering about addresses.* Ask pupils to pretend to be Tony or Mai. Read the lines in the speech bubbles and elicit pupils' prompts to complete these lines. Write the question and answer on the board and get pupils to repeat them a few times. Use the pictures in this section or a street map of Ha Noi to pre-teach the vocabulary: *avenue, road, lane* and the numbers related to this section: 74, 51, 72. Go through the prompts under the pictures and get pupils to repeat each of them a few times.

Notes: **road** (đường) is a wide way for use by vehicle

street (phố) is a road, typically with buildings on one or both sides. Sometimes, these words can be used interchangeably.

avenue (đại lộ) is a road lined with trees.

lane (đường làng, ngõ hẹp) is a narrow road.

There is some useful vocabulary that can be used to talk about addresses, e.g. district (*quận*), alley (*ngõ, hẻm*), commune (*xã*), ward (*phường*), slash (/), etc...

- Model the task with the whole class. Point to the prompt *2nd floor / Ha Noi Tower* and say: *Imagine this is your address.* Then have pupils look at the example and ask: *Where do you live?* Class: *I live on the 2nd floor of Ha Noi Tower.* Ask some open pairs to repeat the step, using Pictures a, b, c and d.
- Pair work. Pupils take turns to point to the pictures, ask and answer about addresses, using the pictures in this section. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using a street map or flashcards. Praise the pair if pupils have a good performance of pronunciation and using the map.



3. Listen and match.

- Ask pupils to open their Student's Book on Page 14. Tell them the listening purpose: *You are going to listen and match the boy / girl to his / her address.* Then get pupils to look at the characters and identify them. Have pupils repeat the characters' names (*Alex, Paul, Jim, Jenny*) a few times. Point to the picture under each character, elicit pupils' answers to questions: *Where is this house? What number is it?* Have pupils repeat the numbers: 38, 52, 26, 73 a few times. Tell them to make guesses where the characters live before playing the recording.
- Do the first example with pupils. Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to check the picture.

- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again. Read out the correct answers to the class.

Tapescripts:

Kate lives in a small town. She has got some classmates: Alex, Jim, Paul and Jenny. Now she is talking about their addresses.

1. *Hi, my name is Kate. I live in a small town.
Alex, Jim, Paul and Jenny are my classmates.
Alex lives in my area. He lives at 52 South Street. (Pause)*
2. *Jenny also lives in my area. She lives at 26 High Street.
We go to school together every morning. (Pause)*
3. *Jim does not live in my area. He lives at 73 Green Road. (Pause)*
4. *And Paul does not live in the city. He lives at 38 Park Village. (Pause)*

Answers: 1. b 2. c 3. d 4. a

4. Talk.

- Ask pupils to open their Student's Book on Page 14. Get them to read the instruction and look at the picture. Make sure they understand the activity: Pupils should ask and answer about their real addresses, then they should choose a boy or a girl from the pictures, identify his / her address by asking and answering questions about their addresses, using the guiding questions in this section.
- Point to each character and elicit pupils' answers to identify the name and the location where he / she lives, e.g. T (points to Tony): *What's his name?* P: *His name's Tony.* T: *Where does he live?* P: *He lives at 74 Spring Lane.*
- Pair work. Pupils take turns to ask and answer questions, using the pictures in this section. They can freely make use of the language they have learnt previously combined with the new language in the unit.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they add some extra language based on what they know or compose their exchanges based on the true facts related to real pupils in class.

Summary

- In this lesson, pupils have learnt to ask and answer questions about where one lives, using *Where do you live? – I live at / on _____.*

Homelink

- Each pupil draws his / her house and writes the address under the picture for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **f** as in *flat* and that of the letters **b** as in *block*; and
- to listen and number the pictures in the order they hear.

Warm-up: Pupils display their drawings on the board or in a corner of the classroom. Then they ask and answer questions related to the addresses.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 15. Stick the large-sized sheet of paper with the text written on it on the board. Draw pupils' attention to the sound of the letters **f** as in *flat* and that of the letters **b** as in *block*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section and ask them to identify the characters and the focused words. Set the context: *Nga and her friends live in the same block of flats. They live on different floors.* Pre-teach the new vocabulary, pointing to the specific floor: *top / fourth / third / ground floor.* Write the new words on the board and get pupils to repeat them a few times. Ask pupils to predict what the passage is about. Read the passage, stop at times to check pupils' comprehension. Then have them repeat each line. Tell pupils that they are going to listen to the passage and clap their hands at the focused words: one clap for the words with "f" and two claps for the words with "b".
- Model: Read the text again, clapping: *block* (two claps), *flats* (one clap), *blue* (two claps), *block* (two claps), *flats* (one clap), *floor* (one clap), *floor* (one clap), *floor* (one clap), *floor* (one clap). Get pupils to clap in the same way as you read the passage again. Then ask pupils to repeat each line of the passage.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap their hands at the focused words.

Notes: Explain the way of numbering floors in English-speaking countries and their equivalents of Vietnamese.

British English	American English	Vietnamese
Ground floor (G)	First floor (1 st F) — there is no ground floor in Am.E.	Tầng trệt (miền Nam)/ Tầng 1 (miền Bắc)
First floor	Second floor	Tầng 1 (miền Nam)/ Tầng 2 (miền Bắc)

Tapescripts:

I'm Nga. I live in a block of flats. It is big and its colour is blue. My friends live in the same block of flats. Linh lives on the top floor. Huong lives on the fourth floor. Hung lives on the third floor. Phong lives on the second floor. And I live on the first floor.



3. Listen, complete and say aloud.

- Ask pupils to open their Student's Book on Page 15. Get pupils to read the instruction and make sure they understand it. Ask them to guess all the complete words and do the first example with pupils.
- Set time and get pupils to work independently.
- Have pupils check their answers in pairs. Then ask some pupils to report their answers to the class.
- Have the class read in chorus all the completed words.

Answers: 1. fl 2. bl 3. bl 4. fl 5. bl 6. bl 7. fl 8. fl

Tapescripts:

1. flat 2. black 3. blue 4. fly
5. blouse 6. block 7. flamingo 8. flower

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the passage, e.g. *fla.'min.go*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'blouse	'flat
'black	'fly
'blue	fla.'min.go
'block	'flow.er



1
2
3
4

4. Listen and number.

- Get pupils to open their books on Page 16. Tell them the purpose of listening: *You are going to listen to the recording and number the pictures.* Get pupils to focus on the addresses and their order as they hear. Point to each picture and elicit their answers: *Where does this girl / boy live?* Write the addresses (location words and numbers) on the board and get pupils to repeat them a few times.

Notes: Picture a: 73 South Avenue; Picture b: 64 Green Lane; Picture c: 82 Park Street;
Picture d: 92 High Street; Picture e: 74 South Road

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.

- Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers: a. 3 b. 1 c. 5 d. 2 e. 4

Tapescripts:

1. Boy: Are you new here?
 Girl: Yes, I am. My name's Anna.
 Boy: My name's Sam. Nice to meet you. Do you live in this area?
 Girl: No. I live far from here, at 64 Green Lane. (Pause)
2. Man: Can I have your name?
 Boy: My name's Harry.
 Man: H-A-R-R-Y. OK. Where do you live?
 Boy: At 92 High Street.
 Man: That's OK. Thank you. (Pause)
3. Girl: Who's that?
 Boy: It's Lucy, my new friend.
 Girl: Lucy? A nice name. Where does she live?
 Boy: In this area. At 73 South Avenue. (Pause)
4. Boy: Where do you live?
 Girl: I live at 74 South Road.
 Boy: Oh, I live in the same area. Let's go home together.
 Girl: OK. (Pause)
5. Girl: Welcome to our summer camp. What's your name?
 Boy: My name is Bean.
 Girl: Are you American?
 Boy: Yes, I am. I live in New York.
 Girl: Where in New York do you live?
 Boy: At 82 Park Street. (Pause)

5. Fun time

Do the crossword puzzle.

- Ask pupils to open their Student's Book on Page 16. Stick the large-sized sheet of paper with the puzzle on the board. Get pupils to look at the crossword puzzle. Point to each picture to elicit pupils' answers, e.g. Point to Picture 1 and ask: *What number is it? How do you spell the number?* Get pupils to repeat the spelling a few times. Repeat the step with the rest of the pictures.
- Make sure pupils understand how to play the game. They should relate the spelling of each word to the corresponding picture and fill in the box.
- Pupils can play in pairs or in groups. Monitor the activities and offer help when necessary.
- Call out some pupils to complete the puzzle on the large-sized sheet. Get the class to check the words. Call out some pupils to spell the words or play the game *The Spelling Bee* with the class.

Answers: 1. twenty 2. cottage 3. lane 4. seventy
 5. town 6. red 7. gate 8. kitchen

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **fl** as in *flat* and that of the letters **bl** as in *block*;
- to listen and number the pictures; and
- to do a crossword puzzle.

Homelink

- Pupils make sentences with the words from the crossword puzzle for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about a friend's house;
- to read a description of a house; and
- to write about a friend's house.

Warm-up: Pupils display their homelink sentences and play *Slap that word*, using the flashcards: *street, road, avenue, lane, house, flat, floor*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 17. Get them to read the context sentence above the pictures and identify the characters in the pictures. Set the context: Point to Picture a to elicit pupils' answers: *What is Mai doing? Who's asking her?* Repeat the step with Picture b: *What colour is Mai's house? Is it big /small?* Pre-teach the new vocabulary: *gate, what... like?* Write the words on the board and get pupils to repeat a few times. Read each dialogue. Stop at times to check pupils' comprehension. Make sure that they can understand the situation and language in each picture.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. Tell each group to take turns to say the exchanges between Mr Loc and Mai.



2. Point, ask and answer.

- Draw pupils' attention to the picture next to the example in this section and say: *Imagine this is your house. We're going to ask and answer about your house.* Ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Pre-teach the new vocabulary: *cottage, yard, pond, roof, balcony, large*, using pictures or drawings / gestures. Get pupils to repeat the prompts under each picture a few times and make sure they understand them.

- Model the task with the whole class: Point to Picture a and ask: *What's your house like?* Class: *It's a large cottage. It's got a large pond.* Call on some open pairs to repeat the step with the rest of the pictures.

Notes: Picture b. *a small house with a small yard*; Picture c. *a big house with a red roof*; Picture d. *a big flat with a big balcony*; Picture e. *a block of flats with green windows.*

- Pair work. Pupils take turns to ask and answer questions about the houses in this section. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class. Praise if the pair has a good performance of pronunciation or of using their own phrases.



3. Read and tick the right picture.

- Ask pupils to open their Student's Book on Page 18. Get them to look at the pictures and read the title and instruction. Tell them the reading purpose: *You are going to read the passage and tick the right picture.* Recall the familiar words and pre-teach the new vocabulary: *comfortable, fence, violet, go fishing.* Write the new words on the board and get pupils to repeat them a few times. Play the recording or read the passage, pausing at times to check pupils' comprehension: *What colour is the roof? What colour is the fence? What colour are the walls? Where's the pond? Can you see it?* etc. Ask pupils to repeat each line of the passage.
- Get pupils to do the task. Give sufficient time for them to carry it out. Move around to monitor the activity.
- Have pupils check their answers in pairs. Then get some pupils to report their answers. Provide feedback if necessary.

Answer: b



4. Write about your friend's house.

- Get pupils to open their Student's Book on Page 19. Get them to read the passage, the title and instruction. Tell them the writing purpose: *You are going to read the description of one's friend's house and choose the appropriate words from the box to complete the passage.* Have a brief discussion with the class about the passage: *What is the passage about? What's the friend's name? Where does he live? What's the house like?* etc.
- Individual work. Pupils read and choose the words from the box to complete the sentences. Set time for pupils to write independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class.

Answers: 1. house 2. weekend 3. large 4. bedrooms 5. garden

5. Fun time

Draw your house, then colour it.

- Ask pupils to open their Student's Book on Page 19. Tell them that they are going to draw their house. Draw pupils' attention to the main details of a house such as *roof, walls, door(s), window(s)*, etc. Tell pupils to refer to the pictures in the unit as models.
- Individual work. Pupils draw their houses, then colour them. Monitor the activity and offer help when necessary.
- Call out some pupils to show and talk about their drawings. The rest of the class observe and give comments.

Note: Turn the fun time activity into a homelink activity if there is not enough class time to carry it out.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about one's house, using *What's your house like? It's a _____ . It's got _____;*
- to read about a house description and write about a friend's house; and
- to draw and colour their houses.

Homelink

- Pupils finish their drawing for the class display in the next lesson.

UNIT 3 - A Birthday Party

Competences

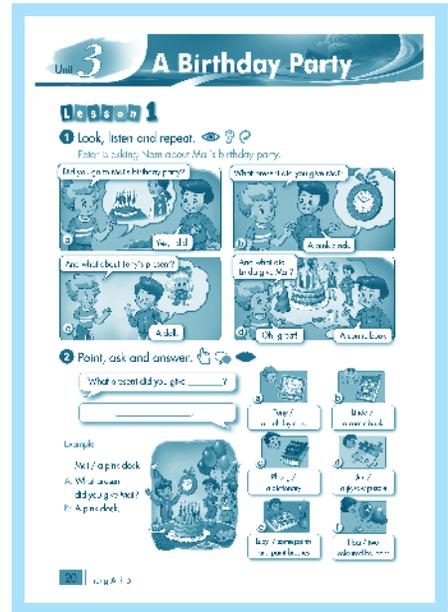
- Asking and answering questions about a birthday present
- Asking and answering questions about what one did at a birthday party

New Language

- **Phonics:** *third December*
- **Vocabulary:** *present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember*
- **Sentence Patterns:** *What present did you give Mai?*
 - *A pink clock.*
 - What did you do at the party?*
 - *We played hide-and-seek.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 3, Pp. 20-26*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about a birthday present.

Warm-up: Pupils display their homelink pictures. Then they sing the popular song *Happy Birthday*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 20. Get them to read the title and the context sentence. Ask pupils to identify the birthday presents and guess whose birthday they are reading about. Point to each picture and elicit pupils' answers: *Whose birthday is it? Who is this? What are they talking about? What present is this?*, etc. Recall the vocabulary related to this section and teach: *present*. Get pupils to repeat the new word a few times. Then read each exchange in the pictures, stop at times to check pupils' comprehension.
- Make sure that pupils can understand the situation and language in each picture before playing the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Peter and Nam.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 20. Get pupils to read the example and set the context: *Imagine you are Nam. You went to Mai's birthday party and gave her a pink clock.* Then elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Write a list of presents in this section on the board. Recall the familiar ones and pre-teach the new ones: *birthday card, comic book, jigsaw puzzle, paints and paint brushes, coloured balloon.* Write the words on the board and get pupils to repeat them a few times.
- Model the task with the whole class. Point to Picture a and ask pupils to imagine they are Tony. T: *What present did you give Tony?* Class: *A birthday card.* Call on a few open pairs to go through the rest of the pictures. Focus on pronunciation and fluency.

Notes: Picture a. *Tony/a birthday card*; Picture b. *Linda/a comic book*; Picture c. *Phong/a dictionary*; Picture d. *Jim/a jigsaw puzzle*; Picture e. *Lucy/some paints and paint brushes*; Picture f. *Hoa/two coloured balloons*

- Pair work. Pupils take turns to ask and answer the questions about the birthday presents for the characters in this section. Select a few pairs to perform the task in front of the class. Give remedial work on pronunciation later if necessary.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 21 and tell them the listening purpose: *You're going to listen and tick the correct picture.* Point to each picture and ask pupils to identify them.

Notes: 1. a. *a computer* b. *a birthday card* c. *a box of jigsaw puzzle*

2. a. *a boy with a birthday cake* b. *a boy doing his homework*
c. *a boy visiting his grandfather in the hospital*

3. a. *a blue clock* b. *a pink clock* c. *a yellow clock*

- Tell pupils that they do not need to understand every word. They should make guesses based on the pictures and the contextual clues as they listen.
- Play the recording twice: once for pupils to hear all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the correct picture.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Tapescripts:

1. *Mai's birthday party is coming soon. Tony and Nam are talking about it.*

Tony: *Will you go to Mai's birthday party?*

Nam: *Yes, I will. What about you?*

Tony: *I will too. What are you going to give her?*

Nam: *A box of jigsaw puzzle. (Pause)*

2. *It was Linda's birthday party yesterday. Nga and Minh are talking about it.*

Nga: *I went to Linda's birthday yesterday. I didn't see you.*

Minh (boy): *Well, I didn't go to her party.*

Nga: *Why not?*

Minh: *I went to visit my grandpa in the hospital. (Pause)*

3. *Phi and his friend are talking.*

Phi's friend (girl): *Where did you go yesterday, Phi?*

Phi: *I went to Tony's birthday party.*

Phi's friend: *Oh, really? What did you give him?*

Phi: *I gave him a blue clock. (Pause)*

Answers: 1. c 2. c 3. a

4. Talk.

- Ask pupils to open their Student's Book on Page 21 and look at the picture. Get them to read the instruction and make sure they understand the task. Point to the picture to elicit pupils' answers to identify the characters. Use the guiding questions in the Student's Book to help them talk freely.
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

T: *Look at the picture. It was Mai's birthday party yesterday. Imagine you are Nam in the picture. Whose birthday party was it?*

Class: *Mai's birthday party.*

T: *Did you go to Mai's party?*

Class: *Yes, I did.*

T: *What present did you give her?*

Class: *A blue clock.*

T: *What did you do at the party?*

Class: *I danced, sang songs and played games.*

T: *Was it fun?*

Class: *Yes. Very much.*

- For slower pupils, you can write an open dialogue for them to complete and practise as the following:

A: *Who is this?*

B: *It's _____.*

A: *When's her / his birthday?*

B: *It was on _____.*

A: *Did you go to her / his birthday party?*

B: *_____.*

A: *What present did you give her / him?*

B: *_____.*

A: *What did you do at the party?*

B: *_____.*

etc.

- Pair work. Pupils take turns to role-play the dialogue.
- Select a couple of pupils to demonstrate the task in front of the class. Praise them if they have good pronunciation or use appropriate English.

Summary

- In this lesson, pupils have learnt to ask and answer questions about a birthday present, using *What present did you give her / him? – I gave her / him a (pink clock).*

Homelink

- Get pupils to draw and colour a birthday present for a special friend for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **ir** as in *third* and that of the letters **em** as in *December*; and
- to listen and number the pictures.

Warm-up: Get pupils to display their homelink work and to play *Stand up*: Each pupil in the class writes his / her birthday month onto a strip of paper. When you call out a month, pupils who have that birthday month stand up and say the word.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 22. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **ir** as in *third* and that of the letters **em** as in *December*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Ask pupils to open their Student's Book on Page 22. Draw their attention to the pictures and get them to read the instruction and set the context: *These lines are from a boy. His birthday's on the third of December.* Read each line, pausing at times to check pupils' comprehension. Then get pupils to repeat each line a few times.
- Model: Read each line again, clapping your hands: a. *remember* (2 claps), *remember* (2 claps), *third* (1 clap), *birthday* (1 clap); b. *December* (2 claps), *birthday* (1 clap), *bird* (1 clap); *birthday* (1 clap). Get pupils to clap as you read each line again. Then ask pupils to repeat each line again. Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.
- Divide the class into two groups to take turns to say and clap the lines.
- Call on a few groups to perform the task in front of the class.

Tapescripts:

*Remember, remember
The third of December.
It's my birthday.
Come and play.*

*December the third
Is your birthday.
Here's a T-shirt.
It's my present to say
"Happy birthday".*



3. Group and say aloud.

- Ask pupils to look at the chart and the word box. Check if pupils understand the activity and the meaning of the focused words. Recall the meaning of the words. Say each word and get pupils to repeat it a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers: third: *bird, shirt, birthday, skirt*

December: *member, remember, November, September*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above passage, e.g. *De.'cem.ber*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'birth.day	Sep.'tem.ber
'bird	No.'vem.ber
'shirt	re.'mem.ber
'skirt	'member



1 2 3
4

4. Listen and number.

- Get pupils to open their Student's Book on Page 23. Tell them the listening purpose: *You are going to listen to the recording and number the pictures.* Tell pupils to look at the birthday cake and elicit their answer: *Whose birthday is it?* Then point to each present to recall the word.

Notes: Picture a. *a big beach ball*; Picture b. *a dictionary*; Picture c. *a robot*; Picture d. *a box of coloured pencils.*

- Remind pupils not to worry if they do not understand every word. They should focus on the order of the text as they listen and number the pictures.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the related part again.

Answers: a. 2 b. 4 c. 3 d. 1

Tapescripts:

1. *It was Tony's birthday yesterday. Many of his friends came and gave him presents.*

Now Linda and Nam are talking about the party.

Nam: What present did you give Tony, Linda?

Linda: Well, I gave him a box of coloured pencils. (Pause)

2. *Linda: What about you? What did you give him?*

Nam: Err... I gave him a beach ball.

Linda: Really... Was it the big one?

Nam: Yes, it was. (Pause)

3. *Linda: I did not see Phong.*

Nam: He didn't come. But he sent his present.

Linda: What was it?

Nam: A big robot.

Linda: Oh, I saw it. (Pause)

4. *Linda: I saw Mai's present too.*

Nam: What was it?

Linda: A dictionary.

Nam: That was a nice present. (Pause)

5. Fun time

Nam's Surprise Present

- Draw pupils' attention to the title and the picture in this section. Ask them if they understand the title and elicit their answers: *Whose birthday is it? What does "surprise present" mean? Who gave it to Nam?, etc.* Pre-teach the new vocabulary: *turn on/off the light, soft, silky, and cute kitten.* Write the words on the board and get pupils to repeat them a few times. Play the recording or read the story. Pause at times to check pupils' comprehension.
- Play the recording again for pupils to repeat each line.
- Write a frame of a dialogue on the board and elicit pupils' prompts to complete it.

Linda: (gives Nam a box) (1) _____.

Nam: (gets the box from Linda) (2) _____.

Linda: (3) _____.

Nam: (4) _____.

(Everybody laughs.)

Notes: (1) *Happy birthday to you/to Nam.*

(2) *Thank you, Linda. What is it?*

(3) *Turn off the lights before you open it.*

(4) *Oh! There's something soft and silky. Oh, it's warm and it is touching me. Ugh!*

- Divide the class into two groups to take turns to say the lines from Linda and Nam.
- Pair work. Pupils take turns to act out the dialogue.
- Call on some pairs to perform in front of the class. Praise them if they have some invention of making their presents or using their own appropriate English.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ir** as in *third* and that of the letters **em** as in *December*;
- to listen and number the pictures; and
- to read and role-play a story for fun.

Homelink

- Pupils draw a birthday cake. Then decorate and colour it for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what one did at a birthday party; and
- to read a birthday card and write a birthday invitation card.

Warm-up: Pupils display their homelink work and sing and do actions for the song *Happy Birthday* in the unit.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 24. Get pupils to look at the pictures and set the context: *Nam went to Tony's birthday. Now his sister Hoa is asking him what they did at the party.* Read each exchange, stopping at times to check pupils' comprehension.
- Make sure that pupils understand the situation and language. Play the recording twice: once for pupils to hear all the way through and once for them to repeat each line. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to say the lines from Hoa and Nam.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 24. Point to the picture next to the example and set the context: *Imagine you went to a birthday party with these children.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then get pupils to repeat them a few times in turn. Get pupils to repeat the prompt under each picture a few times.
- Model the task. Point to Picture a and ask: *What did you do at the party?* Class: *We danced.* Call on a few pairs to go through the rest of the items, focusing on pronunciation and fluency.
- Pair work. Pupils take turns to point, ask and answer what one did at a birthday party. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair that has some new activity besides the prompts in this section.



3. Read and answer.

- Ask pupils to open their Student's Book on Page 25. Draw pupils' attention to the cards. Set the context: *You've got two invitation cards: one from Lan Huong and one from Peter Brown. Look at the invitation cards and find the answers to these questions (point to the questions).* Read each line on the invitation cards, pausing at times to check pupils' comprehension, using the questions provided. Give the meaning of *cordially invited, celebration, celebrating* (in Vietnamese if necessary).
- Read the cards again, and get pupils to repeat each line a few times.
- Pair work. Pupils take turns to ask and answer the questions.
- Call on some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to read the related card again.

Answers:

1. On December 24th 2012

2. At 72 Chua Boc Street, Ha Noi

3. At 7:00 pm

4. On Saturday January 12th

5. At 212 Green Street

6. At 7:00 pm



4. Write an invitation card.

- Set the context: *You are going to write your birthday invitation card. Read each line. Do you understand what it says? What should you write?* Call on a few pupils and elicit their prompts to fill in the card. Write a model on the board. Read each line and get pupils to repeat a few times.
- Set time and get pupils to work independently. For slower pupils, ask them to work with a partner. Monitor the activity and offer help if necessary. Tell pupils to draft before copying onto the card and explain that their work will be displayed later.



5. Fun time

Tune: **Happy Birthday**

Lyrics:

Happy Birthday

*Happy birthday to Jack,
Happy birthday to Jack,
Happy birthday,
Happy birthday,
Happy birthday to Jack,*

*Happy birthday to Jill,
Happy birthday to Jill,
Happy birthday,
Happy birthday,
Happy birthday to Jill.*

- Ask pupils to open their Student's Book on Page 26. Stick the large-sized sheet of paper with the song *Happy Birthday* on the board. Discuss the pictures with pupils. Point to each child and ask pupils to identify him / her. Elicit their answers about the presents.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Play the recording again for you and the whole class to sing along.
- Divide the class into groups. Each group sings a line without music.
- Group work. Pupils practise singing in groups, doing actions if possible.
- Call on a group to sing the song in front of the class. The rest of the class claps to the beat.

Follow-up

- Get a pupil to replace the names in the song with their two friends' names. Then sing their revised song.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what one did at a birthday party; and
- to read a birthday card and write a birthday invitation card.

Homelink

- Pupils practise singing their own version of the song *Happy Birthday* at home.

UNIT 4 - Mai's Day

Competences

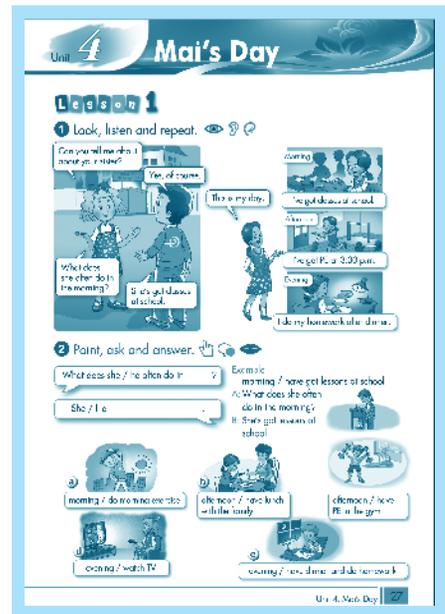
- Asking and answering questions about daily activities
- Asking and answering questions about past activities

New Language

- **Phonics:** *afternoon brush*
- **Vocabulary:** *have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project*
- **Sentence Patterns:**
 - What does she often do in the morning?*
 - *She's got classes at school.*
 - What did you do last night?*
 - *I surfed the Internet for my school project.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 4, Pp. 27-33*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about someone's daily activities.

Warm-up: Get pupils to do a TPR activity with commands such as: *put up your hands, put down your hands, clap your hands, stand up, sit down, open your book, close your book, etc.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 27. Tell them to look at the title of the unit and the pictures. Elicit their answers to identify the people in the picture: *Who is this? Who's this boy / girl?* Recall the familiar vocabulary and pre-teach the new words: *have / has got classes*. Have pupils repeat each new word a few times. Then set the context: *Linda's asking Phong what Mai, his sister, often does in the morning. He said that Mai has got classes at school. Now listen to Mai talking about what she often does in the morning/afternoon/evening.* Read each line, pausing at times to check pupils' comprehension.

Notes: Picture a: (Morning) Mai has got classes at school ; Picture b: (Afternoon) Mai has got PE at 3.30 p.m.; Picture c: (Evening) Mai does her homework after dinner.

- Play the recording or read the lines twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Divide the class into groups. Get the groups to take turns to say different lines from Linda, Phong and Mai.
- Make sure that pupils can understand the situations and the language.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 27. Set up the context: *Imagine you are Linda. You are asking your partner about these characters' daily activities from Picture a to Picture e.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Ask pupils to repeat these sentences a few times in turns. Get them to look at the pictures in this section. Recall the familiar vocabulary and teach the new words: *gym, morning exercise*. Get pupils to repeat the prompts under each picture a few times.
- Model the example with the whole class. Point to the picture next to the example, and ask: *What does she often do in the morning?* Class: *She's got classes at school.* Repeat the step a few times. Focus on pronunciation and fluency. Call on a few open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point, ask and answer questions about the daily activities, using the pictures in this section. Move around the classroom to monitor the activity and offer help if necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair(s) if they have a good performance of pronunciation and actions.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 28. Tell them the listening purpose: *You're going to hear Mary, an Australian girl, talking about her daily activities. You should read each sentence in your book, listen and tick the appropriate picture for what Mary does.* If pupils do not understand, explain the task in Vietnamese. Pre-teach the new vocabulary: *far, take a bus, canteen, short rest, sports centre*. Get pupils to read each sentence and guess the picture to tick. Tell pupils not to worry if they do not understand every word. They should make guesses, based on the pictures and the contextual clues as they listen. Do the first example with pupils.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the box.
- Replay the recording for pupils to check the answers. Get pupils to correct their answers in pairs. Then ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Notes: 1a. *Mary jogging* 1b. *Mary riding a bike* 1c. *Mary doing morning exercise*
 2a. *a library* 2b. *a classroom* 2c. *a bedroom*
 3a. *Mary playing badminton* 3b. *Mary playing volleyball* 3c. *Mary playing table tennis*
 4a. *Mary listening to music* 4b. *Mary watching TV* 4c. *Mary playing computer games*

Answers: 1. b 2. a 3. b 4. c

Tapescripts:

1. *Mary is an Australian girl. She lives in the countryside. Now she is talking about her daily activities. (Pause) Hello. My name is Mary. I live in Australia. Every morning I get up early. I do morning exercise with a bike. I ride around my area... (Pause)*
2. *My school is far from my house, I take a bus to my school. I have always got classes from 8.30 a.m. to 12.30 p.m. I often have lunch with my classmates in the school canteen and then I have a short rest. In the afternoon, I go to work in the library. (Pause)*
3. *After school, I often go to the sports centre near my house and play volleyball. (Pause)*
4. *In the evening, I have dinner and often do my homework after that. I play computer games sometimes. I often go to bed early and get up early the next morning. (Pause)*

4. Talk.

- Ask pupils to open their Student's Book on Page 28. Get them to read the instruction. Make sure they understand the task. Point to each picture to elicit their answers, using the guiding expressions in the Student's Book. Do the first example with the whole class in order to give them a clear idea of how the activity works. Point to Picture a and ask: *What does she often do in the morning?* Class: *She goes / walks to school.* Write the question and answer on the board and ask pupils to repeat these sentences a few times. Focus on pronunciation and fluency. Call on some pairs of pupils to go through the task with the rest of the pictures.

Notes: Picture b. *She watches TV in the evening;* Picture c. *He has got PE in the gym in the afternoon.* Picture d. *He goes swimming in the afternoon.* Picture e. *He plays table tennis in the afternoon;* Picture f: *She does her homework in the evening.*

- Pair work. Pupils take turns to select, ask and answer questions about the daily activities of the characters in the pictures.
- Select a pair of pupils to demonstrate the task in front of the class. Praise them for their good performance of pronunciation and actions.

Summary

- In this lesson, pupils have learnt to ask and answer questions about someone's daily activities, using *What does he / she often do in the morning / afternoon / evening?* – *He / She _____.*

Homelink

- Pupils make a list of their daily activities for the class to display in the next class. They practise asking and answering the questions about the items on the list.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **oo** as in *afternoon* and that of the letters **br** as in *brush*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink writing. Then they ask and answer questions related to the items on the list.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 29. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **oo** as in *afternoon* and that of the letters **br** as in *brush*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section. Set the context. Point to Picture a and say: *Nga's mother is asking about her school activity.* Point to Picture b and say: *We should clean our teeth before bedtime. In this picture, the mother is reminding her son to brush his teeth before bedtime.* If pupils do not understand, you can use a mixture of English and Vietnamese to explain the situation and language. Teach the key words: *brush*, *remember* and *bedtime*. Write these words on the board and get pupils to repeat them a few times. Read each dialogue and stop at times to check pupils' comprehension. Then have them repeat each line of the dialogues. Tell them that they are going to listen and clap the words with "oo" and "br".
- Model: Read Dialogue a, clapping: *school* (1 clap), *afternoon* (1 clap). Read Dialogue b, clapping: *brush* (two claps). Get pupils to clap these words as you read each dialogue again.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the focused words.
- Divide the class into groups to take turns to read the lines from Nga and her mother; and from the mother and the son.

Tapescripts:

1. Mother: *What do you often do at school in the afternoon?*
Nga: *I have PE in the gym.*
2. Mother: *It's bedtime. Remember to brush your teeth.*
Son: *Yes, Mum. I'll do it now.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 29. Get them to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Teach the new words, using appropriate techniques. Say each word and get pupils to repeat it a few times. Do the first example with the class if they seem to get confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers: **afternoon:** *soon, school, moon, cool*

brush: *breakfast, brown, break, bring*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above task, e.g. *'break.fast*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'soon	'break.fast
'school	'brown
'cool	'break
'moon	'bring



4. Listen and number.

- Get pupils to open their Student's Book on Page 30. Tell them the listening purpose: *This is an interview of four pupils at Rose Primary School. The interviewer wants to know about their school activities. You're going to listen and number. Point and elicit pupils' answer to each picture, e.g. What do you see in Picture a/b/c/d?*

Notes: Picture a: *a girl's having PE in the gym;* Picture b: *a boy's swimming;*
Picture c: *a boy's doing his homework;* Picture d: *a girl's having her classes.*

- Recall the key words to understand the text and write them on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they hear and rely on the contextual information to number the pictures. Do the first item as an example with pupils if they seem to get confused.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers: a. 2 b. 4 c. 3 d. 1

Tapescripts:

1. Reporter: We interviewed four pupils at Rose Primary School. And here are their answers. Let's begin with Linda. What do you often do in the morning, Linda?
Linda: Err... I have my classes at school as you know.
Reporter: Thank you, Linda. (Pause)
2. Reporter: And here's Jane. What do you often do in the afternoon, Jane?
Jane: I have my PE in the gym.
Reporter: Great! Thank you, Jane. (Pause)
3. Reporter: And now Alex. What do you often do in the evening, Alex?
Alex: I often do my homework after dinner.
Reporter: Thank you, Alex. (Pause)
4. Reporter: And the last one, Sam. What do you often do on Sundays, Sam?
Sam: I go swimming or play badminton with my friends.
Reporter: That's great! Thank you, Sam. (Pause)

5. Fun time

Do the crossword puzzle.

- Ask pupils to open their Student's Book on Page 30 and stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to play the game. They should relate the base form of the verb phrase to the corresponding pictures. Then use the letters from the spelling of each verb phrase to complete the boxes. Get pupils to look at the crossword puzzle and the pictures 1- 9. Point to each picture to elicit pupils' prompts. Write the prompts on the board and ask pupils to check whether the spelling fits the boxes in the puzzle. Repeat the step for the rest of the pictures.

Notes: 1. get dressed 2. cook dinner 3. have lunch 4. do homework 5. go home
6. go to bed 7. listen to music 8. get up 9. go to school

- Pupils can work independently or in pairs. Monitor the activity and offer help when necessary.
- Call on some pupils to the board to complete the crossword puzzle on the large-sized sheet and read out the words to the class.

Follow-up

- Pupils work in groups to say sentences with the words from the puzzle or play *The Spelling Bee*.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **oo** as in *afternoon* and that of the letters **br** as in *brush*; and
- to do a crossword puzzle.

Homelink

- Pupils select and copy one picture from the crossword puzzle and colour it for a classroom display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about past activities; and
- to read a comprehension text on a girl's Sunday and write a diary.

Warm-up: Pupils display their homework and play *Slap the board* with these pictures. The teacher says aloud a sentence describing an activity. Pupils from two groups move to the board to slap the corresponding picture. The first pupil who slaps the correct picture gets a point for his / her group. The group with the most points wins the game.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 31. Focus their attention on the pictures and the text. Set the context: *Nam and Hoa are having breakfast with their family. They look sleepy.* Point to Hoa in Picture a to elicit pupils' answer: *Who is she? How does she look? Why?* Repeat the step with Picture b, pointing to Nam and elicit pupils' answer. Pre-teach the new words: *surfing the Internet, school project.* Write them on the board and get pupils to repeat them a few times.
- Make sure that pupils can understand the situation and language before playing the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups. Tell the groups to take turns to say the question and answer in each picture.

Note: *surf the Internet or surf the Net*



2. Point, ask and answer.

- Draw pupils' attention to the picture on the right of the example and set the context: *Last night this boy surfed the Internet for his school project.* Ask pupils to read the example and imagine they are that boy. Then elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Focus on pronunciation and fluency. Pre-teach the prompts under Pictures a, b, c, and d. Get pupils to repeat each prompt a few times.
- Model the task with the whole class. Tell the class to imagine they are the boy in Picture a and ask: *What did you do last night?* Class: *I went to the cinema.* Call on a few open pairs to repeat the step with the rest of the pictures in this section.
- Pair work. Pupils take turns to point, ask and answer questions about what the characters in the pictures did in the past. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation or of using new phrases.



3. Read and complete.

- Ask pupils to open their Student's Book on Page 32. Set the context: *You're going to read a passage and fill in the blanks. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Then tell pupils that the passage is about Linh's daily activities and what she did last Sunday. Go through the words in the box above the passage and make sure pupils understand them. Recall the meaning of the key words to understand the passage: *go out, take a bus* (use Vietnamese if necessary). Then read the passage, pausing at times to check pupils' comprehension and ask for their prompts to complete the passage. Read the complete passage and get pupils to repeat each line.
- Individual work. Pupils read and complete the passage independently. For slower pupils, get them to work in pairs.
- Get pupils to check their answers in pairs. Then call on a few pupils to take turns to read each completed sentence.

Answers: 1. got up 2. have 3. went out 4. went 5. watched 6. had

Follow-up

- Get the whole class to read each line of the passage in chorus. Focus on pronunciation and fluency.



4. Write your diary about what you did yesterday.

- Ask pupils to open their Student's Book on Page 33. Draw pupils' attention to the writing frame and get them to read the instruction and the lines in the diary. Set the writing purpose: *Imagine you are going to write your diary about what you did the day before. You should remember what you did in the morning, afternoon and evening to write down here (point to specific lines).* Then elicit pupils' answers: *What day is it today? What day was it yesterday?* Write the diary model on the board, call on a pupil to ask: *What did you do yesterday morning / afternoon / evening?* Write his / her answers on the board. Then do the first example with the whole class. Let the called pupil do the rest of the lines. Have the whole class repeat each line a few times.
- Individual work. Pupils do their task independently. Remind them to write a draft before copying it onto a clean sheet of paper. Monitor the activity and offer help when necessary.
- Get a few pupils to read their work to the class and have a class display after that.

Answers: (Answers vary according to individuals)



5. Fun time

Tune: **This is the Way We Go to School**

Lyrics:

This Is the Way We Do Things

This is the way we brush our teeth,

Brush our teeth, brush our teeth.

This is the way we brush our teeth,

So early in the morning.

This is the way we wash our face,

Wash our face, wash our face.

This is the way we wash our face,

So early in the morning.

This is the way we eat breakfast,

Eat breakfast, eat breakfast.

This is the way we eat breakfast,

So early in the morning.

- Ask pupils to open their Student's Book on Page 33. Stick the large-sized sheet of paper with the song *This Is the Way We Do Things* on the board. Tell pupils the activity purpose: *You are going to sing a song about the way you do things every day.* Point to each picture and elicit pupils' answers: *What is he doing?* Pre-teach the words: *tooth (teeth), brush the teeth, wash the face.* Read the lyrics again and ask pupils to do related actions.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Play the recording again for pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about past activities, using *What did you do last...? I _____.*
- to read about a day of a girl; and
- to write a personal diary.

Homelink

- Ask pupils to copy the song lyrics and replace the activities in the original lyrics with their own version for the class display in the next lesson.

UNIT 5 - Our Picnic to the Seaside

Competences

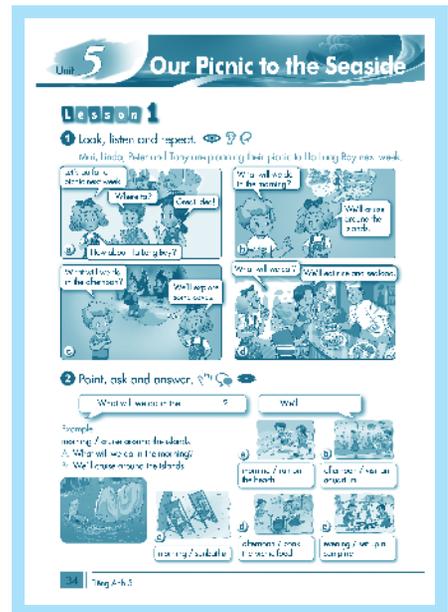
- Asking and answering questions about what people will do in the future
- Asking and answering questions about what one will be in the future

New Language

- **Phonics:** *will small*
- **Vocabulary:** *explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet*
- **Sentence Patterns:**
 - What will we do in the morning?*
 - *We'll cruise around the islands.*
 - What will you be in the future?*
 - *I'll be a singer.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 5, Pp. 34 – 40*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about what people will do in the future.

Warm-up: Pupils display their homelink version of the song *This Is the Way We Do Things* from Unit 4 and sing their songs.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 34. Tell pupils to look at the title of the unit, the text and the pictures. Elicit their answers to identify the people in the pictures. Set the context: *Mai, Linda, Peter and Tony are planning their picnic to Ha Long Bay next week.* Recall the familiar vocabulary and pre-teach the new words: *cruise around the islands, seafood.* Have pupils repeat the new vocabulary items a few times. Read the exchanges in each picture, pausing at times to check pupils' comprehension.

Notes: Picture a: *Linda, Tony and Mai are discussing the picnic location – Ha Long Bay;*
Picture b: *Tony wants to know what they will do in the morning;*
Picture c: *Tony wants to know what they will do in the afternoon;*
Picture d: *Peter wants to know what they will eat.*

- Play the recording or read the lines twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Divide the class into groups. Get the groups to take turns to say the lines from Linda, Tony, Mai and Peter.
- Make sure that pupils can understand the situations and the language.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 34. Get pupils to read the example and look at the pictures. Set up the context: *Imagine you are going to plan a picnic in Ha Long Bay for a few days. You will do a lot of things there.* Elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board. Get pupils to repeat the question and answer a few times in turns. Ask pupils to look at the rest of the pictures in this section and read the prompts under them. Teach the new vocabulary: *beach, aquarium, sunbathe, set up a campfire.* Get pupils to repeat the prompt under each picture a few times.
- Model the example with the whole class. Say: *Imagine we are going to have a picnic together.* Point to Picture a and ask: *What will we do in the morning?* Class: *We'll run on the beach.* Repeat the step a few times. Focus on pronunciation and fluency. Call on some open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point, ask and answer questions about what they will do on a planned picnic. Move around the classroom to monitor the activity and offer help if necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 35. Tell pupils the listening purpose: *You're going to hear some children planning their food, activities and games for their picnic. You should listen and tick the appropriate picture.* Point to each picture and elicit pupils' answers to identify the food or the activity illustrated.

Notes: 1. a. *some bananas and some loaves of bread on a table;* b. *some loaves of bread and sausages for a picnic meal;* c. *some loaves of bread and chicken on a table*
2. a. *Children hiking;* b. *Children cooking their picnic meal;* c. *Children exploring a cave.*
3. a. *Children building a sandcastle;* b. *Children swimming;* c. *Children flying kites*

- Pre-teach the new vocabulary: *sugar bun, sausage, sandcastle building contest, join.* Write them on the board and get pupils to repeat them a few times. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the box.

- Replay the recording for pupils to check their answers. Get pupils to correct their answers in pairs. Then ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Tapescripts:

1. *Voice: You are going to hear some children discussing their food and activities for their picnic.*
Boy: Where will we have our lunch?
Girl: We'll go to a restaurant.
Boy: What will we have for lunch?
Girl: I'll have some sugar buns and bananas. What about you?
Boy: I'll have some bread and bananas too.
2. *Girl: What will we do in the afternoon?*
Boy: We'll have a boat cruise and explore some caves.
Girl: It sounds nice!
3. *Girl: There's a sandcastle building contest this morning. Will you join that?*
Boy: Yes, I will. What about you?
Girl: I won't. I'll be busy then.

Answers: 1. a 2. c 3. a

4. Talk.

- Ask pupils to look at the picture in this section. Get them to read the instruction and make sure they understand the task: *You will work in pairs to choose a picture. Then you'll ask and answer questions about the location and guess the four activities that the picnic goers will do.* Point to each picture and elicit pupils' answers for the picnic location and four activities that the picnic goers will have. Use the guiding questions in the Student's Book. Write a list of pupils' prompts on the board. Get pupils to repeat each sentence a few times. Do the first example with the whole class to give them a clear idea of how the activity works. Elicit pupils' answers: *Where will the children go? What will they do there? Will they swim in the sea? Will they sunbathe?, etc.*
- For slower pupils, write an open dialogue on the board for them to practise as follows:

A (points to Picture a): Where will they go? (1)
 B: _____.

A: Will they swim in the sea? (2)
 B: _____.

A: Will they cruise around the islands? (3)
 B: _____.

A: Will they explore some caves? (4)
 B: _____.

A: Will they visit an aquarium? (5)
 B: _____.

- Pair work. Set time. Pupils take turns to select, ask and answer the questions about the pictures. Monitor the activity and offer help as necessary.
- Call on some pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation or language usage.

Summary

- In this lesson, pupils have learnt to ask and answer questions about what people will do in the future, using: – *What will we do in the morning / afternoon / evening? – We will (cruise around the islands.)*

Homelink

- Pupils write a list of four things they plan to do on a picnic. They will display them in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sounds of the letters **ill** as in *will* and that of the letters **all** as in *small*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink writing and read the sentences aloud to their classmates as the teacher assigns them to do so.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 36. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **ill** as in *will* and that of the letters **all** as in *small*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the picture and get them to read the instruction. Set the context: *This is a dialogue between Mai and Quan. They are on the beach. You're going to listen to the dialogue and clap the words with "ill" or "all".* Teach the new vocabulary: *windmill*. Ask pupils to repeat the word a few times. Read the dialogue, pausing at times to check pupils' comprehension. Then get them to repeat each line of the dialogue a few times.
- Model: Read the dialogue again, clapping: *will* (1 clap); *will* (1 clap); *small* (2 claps); *windmill* (1 clap); *Will* (1 clap); *will* (1 clap)

Tapescripts:

Mai: *What will we do in the morning?*

Quan: *We'll build some sandcastles.*

Mai: *What will we do in the afternoon?*

Quan: *We'll visit a small windmill.*

Mai: *Will we cruise around the islands?*

Quan: *Yes, we will.*

- Get pupils to clap the focused words as you read the dialogue again. Then ask them to repeat each line of the dialogue.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the focused words.
- Divide the class into two groups to take turns to say and clap the dialogue.
- Call on a few groups to perform the task in front of the class. Praise the pair if they have a good performance.



3. Listen, complete and say aloud.

- Get pupils to read the instruction and make sure they understand it. Ask them to guess all the complete words. Then do the first example with them.
- Play the recording or read twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Have pupils check their answers in pairs. Then ask some pupils to report their answers to the class.
- Have the class read in chorus all the completed words.

Answers: 1. hill 2. wall/will 3. small 4. tall 5. will/wall 6. mill



1
2
3
4

4. Listen and number.

- Get pupils to open their Student's Book on Page 37. Tell them the listening purpose: *You are going to listen to the recording and number the pictures.* Tell pupils to look at each picture and ask them to say what they see.

Notes: Picture a: *Two of the children on the beach are going to swim.*
Picture b: *The father and the son are planning to go to Ha Long Bay.*
Picture c: *A boat is cruising around the islands.*
Picture d: *A girl, her father and her friend are building a sandcastle.*
Picture e: *Linda and Tom are eating seafood in a restaurant.*

- Remind pupils not to worry if they do not understand every word. They should focus on the order of the text and the contextual information of the pictures.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the related part again.

Answers: a. 4 b. 1 c. 5 d. 3 e. 2

Tapescripts:

- 1. Voice:** A father and his son are discussing the location for their weekend picnic.
Son: Dad, will we go for a picnic this weekend?
Man: Yes, son.
Son: Where will we go?
Man: We'll go to Bai Chay, Ha Long Bay.
Son: Great! I like Ha Long Bay.
- 2. Voice:** A girl and her friend are discussing their lunch at the seaside.
Girl: What will we eat there?
Boy: We'll have seafood and noodles in a restaurant.
Girl: Great! I love seafood.
- 3. Voice:** A girl and her father are at the seaside.
Girl: Will we explore some caves, Dad?
Man: No. Not now. We'll all do it tomorrow. And we'll build sandcastles with your friends.
- 4. Voice:** Two friends are at the seaside. They are talking about their activities after breakfast.
Girl: What will you do after breakfast? Will you go sunbathing?
Boy: No, I won't. I'll go swimming.
- 5. Voice:** A man and his daughter are at Ha Long Bay. They are talking about cruising the bay.
Girl: Will we cruise around the bay, Dad?
Man: Yes, we will.
Girl: When will we do it?
Man: When we arrive at Ha Long Bay.

5. Fun time

What Will You Do ...?

Pupil A's picture



Pupil B's picture



- The aim of this game is to develop pupils' observation ability and give them an opportunity to interact in communication. Pupils observe their pictures and share the information by asking and answering questions to find out the differences. They will take notes for their report later.
- Pupils work in pairs. They have to share the information by asking and answering questions but not to look at each other's picture. Pupils in a pair should sit/stand so that they cannot peek at their partner's picture.
- Distribute the worksheets. Ask pupils in each pair to look at the picture and decide who will be the first to ask questions about the location, number of people and what they are doing. Then the asker takes notes on his worksheet to report later. When the asker finishes his / her turn, the other repeats the same step. Each of them will report to the class when the pair is assigned to do so by the teacher.

Example

S1's questions: How many people are there in your picture?

How many men / women / children are there?

Where are they?

What is the man / woman / boy / girl doing?

Is there anything more in your picture?

S2 answers the questions in turns.

- Set time and get pupils to play in pairs.
- When time is up, ask the pupils in a pair to take turns to report the result.

Example

Pupil A: *There are four people in Pupil B's picture: a man, a woman, a boy and a girl. They must be a family. The family is on the beach. The father and the son are playing a ball game. The mother and the daughter are building a sandcastle.*

T writes all the sentences on the board. When the teacher finishes the writing, Pupil B shows his / her picture to the class to check the sentences. Every correct sentence (the idea and the language usage) scores one point.

The pupil who has the most points wins the game.

- Get the class to repeat all the correct sentences on the board.

Summary

In this lesson, pupils have learnt:

- to pronounce the sounds of the letters **ill** as in *will* and that of the letters **all** as in *small*;
- to listen and number the pictures; and
- to play an information gap game.

Homelink

- Pupils select and make a copy of one of the pictures in this section to colour and write the words under it for a class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what one will be in the future;
- to read a comprehension text on a girl's dream job; and
- to write about their dream jobs.

Warm-up: Pupils display their homelink pictures on the board. Then they ask and answer questions about these pictures.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 38. Get pupils to read the context sentence. Elicit their answers to identify the location and the characters in each picture. Set the context: *You are going to hear Linda and Tony talking about their future jobs.* Pre-teach the new vocabulary: *future, mechanic.* Write them on the board and get pupils to repeat a few times. Read the exchange in each picture, stopping at times to check pupils' comprehension. Make sure that pupils can understand the situation and language in each picture.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times. Divide the class into two groups to take turns to say the lines from Tony and Linda.



2. Point, ask and answer.

- Draw pupils' attention to the picture next to the example in this section and say: *Imagine you are the speakers in this example.* Ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Recall the familiar vocabulary and pre-teach the new words: *astronaut, dentist, nurse, architect, business person.* Get pupils to repeat the prompt under each picture a few times and make sure they understand them.
- Model the task with the whole class: Point to Picture a and ask: *What will you be in the future?* Class: *I'll be an astronaut.* Then call on some open pairs to repeat the step with the rest of the pictures. Focus on pronunciation and fluency.

Notes: Picture a. *an astronaut;* Picture b. *a dancer;* Picture c. *a dentist;*
Picture d. *a nurse;* Picture e. *an architect;* Picture f. *a business person*

- Pair work. Pupils take turns to ask and answer questions about their future jobs. Monitor the activity and offer help when necessary.
- Call on a few pairs to perform the task in front of the class. Praise if the pair has a good performance of pronunciation or language usage.



3. Read and do the tasks.

a. Tick T (True) or F (False).

- Ask pupils to open their Student's Book on Page 39. Get pupils to look at the picture and read the title and instruction for Task a. Elicit pupils' answers to set the reading purpose: *Do you understand the title of the reading? What is the passage about?* Get pupils to look at the picture and elicit their answer to identify the characters and the jobs. Recall the familiar words and pre-teach the new vocabulary: *some day, space, spaceship, engineer, technician, scientist, special, travel, planet, exciting, dream*. Use pictures, gestures or even Vietnamese to teach the meaning of the words. Write the key words on the board and get pupils to repeat a few times. Play the recording or read the passage, pausing at times to check pupils' comprehension: *What is Mai's dream job? Will she be a dentist on a spaceship? Will she travel around the world? Will she visit other planets?* Read the passage again and get pupils to repeat each line. Make sure pupils understand the task. Ask them to read the sentences in Task a and read the passage silently, scanning the reading for the information related to sentences in Task a.
- Individual work. Set time for pupils to read and do Task a. Monitor the activity and offer help as necessary.
- Have pupils check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any sentence, ask pupils to read the related part in the passage again.

Answers: 1. T 2. F 3. F 4. T

b. Interview two of your classmates...

Get pupils to read the instruction. Draw an interview chart on the board.

Name	Dream job

- Call on one pupil and elicit his / her answers: *What's your name? What will you do in the future? or What's your dream job?*, etc. Write the answers in the chart. Repeat the step with another pupil. Then report the result to the class: *I interviewed two pupils for their dream jobs. And here's the result. (Linh)'s dream job is a ... and (Minh)'s dream job is a ...*, etc. Get pupils to repeat each line of the report.
- Group work. Each group draws a chart and decides who will be the interviewer and the reporter to the class. Then they carry out the task. Monitor the activity and offer help when necessary.
- Call on a few groups to report their result to the class. Praise if the group has done a good job.



4. Write about your dream job.

- Get pupils to open their Student's Book on Page 40. Get pupils to read the instruction and the lines in the writing frame. Stick the large-sized sheet of paper with the writing frame on the board. Have a brief discussion with the class about the writing purpose: *What are you going to write about? What's your dream job? What will you do in your dream job?*, etc.
- Do an example with the class in case of weak pupils. Fill in the writing frame on the board with prompts from the pupils. Then get them to repeat each line.
- Individual work. Remind pupils to write a draft before copying onto a clean sheet of paper for the class display later.
- Call on a few pupils to read their work to the class.
- Pupils display their works for their classmates to read.



5. Fun time

Tune: **The Bear Will Go Over the Mountain**

Lyrics:

We Will Go Over the Mountain

We will go over the mountain

We will go over the mountain

We will go over the mountain

To see what we will see

To see what we will see

To see what we will see.

The other side of the mountain

The other side of the mountain

The other side of the mountain

Will be what we will see.

- Stick the large-sized sheet of paper with the song *We Will Go Over the Mountain* on the board. Point to the picture and elicit pupils' answers: *What are the children doing?* Pre-teach the words: *go over, mountain, side, other*. Ask pupils to repeat these words a few times. Read the lyrics and check pupils' comprehension. Get pupils to repeat each line of the song.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Play the recording again for you and pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what one will be in the future, using *What will you be in the future? – I'll be _____;*
- to read a comprehension text on a girl's dream job; and
- to write a personal dream job.

Homelink

- Pupils practise singing the song *We Will Go Over the Mountain* at home.

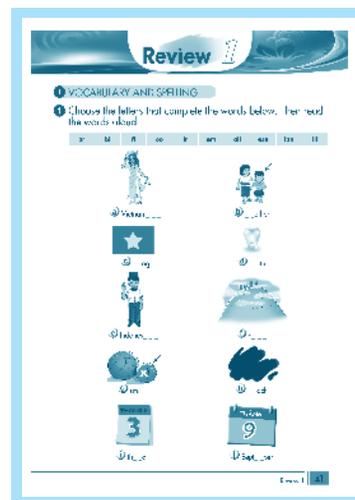
Review 1

Objectives: In this review unit, the teacher will help pupils revise the topics, language competences, sentence patterns, vocabulary and phonics they have learnt from Units 1 – 5. Then pupils will do the tasks related to *vocabulary* and *spelling*, *listening*, *reading* and *writing* to consolidate the language knowledge and skills they have learnt in the focused units.

Duration: 2 periods

Resources:

- Student's Book *Tiếng Anh 5, Tập Một, Review 1, Pp. 41 – 47*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, vocabulary, sentence patterns and pictures for talking, Book map of Units 1 – 5.



A. SUMMARY

BOOK MAP

Me and My Friends

Unit 1. A Summer Camp			
<p>Competences</p> <ul style="list-style-type: none"> • Asking and answering questions about where someone is from • Asking and answering questions about someone's nationality 	<p>Sentence Patterns</p> <ul style="list-style-type: none"> • Where's he from? – He's from Malaysia. • Where in Malaysia is he from? – Kuala Lumpur. • What's his / her nationality? – He's / She's Indonesian. 	<p>Vocabulary</p> <p>summer, camp, different, country (countries), Malaysia, Thailand, Bangkok, Kuala Lumpur, the UK, the USA, Indonesia, Thai, Laotian, Cambodian, cultural display</p>	<p>Phonics</p> <p>Vietnamese Indonesian</p>
Unit 2. My Friend's House			
<p>Competences</p> <ul style="list-style-type: none"> • Asking and answering questions about where one lives • Asking and answering questions about one's house 	<p>Sentence Patterns</p> <ul style="list-style-type: none"> • Where do you live? – I live at 52 Ba Trieu Street. – I live on the second floor of Ha Noi Tower. • What's your house like? – It's a big house. It's got a green gate. 	<p>Vocabulary</p> <p>cardinal numbers: 50-100, avenue, road, lane, flat, block, top, ground, floor, gate, yard, roof, balcony, fence, favourite, cottage, town, village</p>	<p>Phonics</p> <p>flat block</p>

Unit 3. A Birthday Party			
Competences <ul style="list-style-type: none"> • Asking and answering questions about a birthday present • Asking and answering questions about what one did at a birthday party 	Sentence Patterns <ul style="list-style-type: none"> • What present did you give Mai? <ul style="list-style-type: none"> – A pink clock. • What did you do at the party? <ul style="list-style-type: none"> – We played <i>hide-and-seek</i>. 	Vocabulary <p>present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember</p>	Phonics <p><u>th</u>ird December</p>
Unit 4. Mai's Day			
Competences <ul style="list-style-type: none"> • Asking and answering questions about daily activities • Asking and answering questions about past activities 	Sentence Patterns <ul style="list-style-type: none"> • What does she often do in the morning? <ul style="list-style-type: none"> – She's got classes at school. • What did you do last night? <ul style="list-style-type: none"> – I surfed the Internet for my school project. 	Vocabulary <p>have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project</p>	Phonics <p>after<u>noo</u>n <u>br</u>ush</p>
Unit 5. Our Picnic to the Seaside			
Competences <ul style="list-style-type: none"> • Asking and answering questions about what people will do in the future • Asking and answering questions about what one will be in the future 	Sentence Patterns <ul style="list-style-type: none"> • What will we do in the morning? <ul style="list-style-type: none"> – We'll cruise around the islands. • What will you be in the future? <ul style="list-style-type: none"> – I'll be a singer. 	Vocabulary <p>explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet</p>	Phonics <p><u>will</u> <u>small</u></p>
Review 1			

- Get pupils to look at the book map in the Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 1 to Unit 5. Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers to the purpose of using each exchange (a pair of question and answer / response). Tell them to refer to the Competences column as necessary.*
- Then draw pupils' attention to the Vocabulary and Phonics columns. Get pupils to repeat each word in the Vocabulary column and check their comprehension. Then get them to repeat each word in the Phonics column. Tell them to notice the underlined letters.

B. REVIEW

I. VOCABULARY AND SPELLING

1. Choose the letters that complete the words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 41. Draw their attention to the letters in the letter chart in this section and say: *You are going to complete each word under the picture, using the letters in this chart.* Get pupils to look at each picture in this section and predict the letters to complete the word under it. Elicit and write the word prompted by pupils on the board. Repeat the step with the rest of the pictures. Play the recording or read all the words twice: once for pupils to listen and check with their prompts on the board and once for them to repeat. Pause after each word for pupils to repeat a few times. Make sure pupils understand the language and the task.
- Individual work. Pupils do the task. Monitor the activity and offer help as necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words.

Answers:

a. Vietnamese b. brother c. flag d. tooth e. Indonesian
f. hill g. small h. black i. third j. September

2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 42. Draw their attention to the pictures in this section. Ask pupils to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *What nationality are the dancers?* Class: *They're Vietnamese.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task. Monitor the activity and offer help as necessary.
- Call on a few pupils to read their sentences to the class. Explain the word usage if there is disagreement on any word.

Answers:

a. Vietnamese b. Malaysian c. flat d. blue e. December
f. birthday g. afternoon h. brush i. hill j. small

3. Do the crossword puzzle. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 42 and stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to do the task. They should relate the spelling of each word / phrase to the corresponding picture to fill in the boxes. Get pupils to look at the crossword puzzle and the pictures. Point to each picture to elicit their guess, e.g. Point to Picture 1 and elicit pupils' answer: *What is it?* Write pupils' prompt on the board and ask pupils to check the spelling to see whether or not it fits the number of boxes in the puzzle. Call on a few pupils to go through the task.
- Individual work. Pupils do the crossword puzzle independently. Monitor the activity and offer help when necessary.

- Call on some pupils to the board to complete the puzzle on the large-sized sheet and read out the words to the class. Get some pupils to spell the words.

Answers:

1. tooth 2. brush 3. morning 4. evening 5. country
6. flat 7. house 8. beach 9. birthday 10. flag

II. LISTENING

1. Listen and tick.

- Ask pupils to open their Student's Book on Page 44 and tell them the listening purpose: *You're going to listen to five different dialogues. Listen to each dialogue and tick the appropriate picture.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Point to each picture and ask pupils to say what each one indicates. Tell pupils they should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.

Notes:

- | | | |
|---|-------------------------------|--|
| 1. a. <i>a flag of Indonesia;</i> | b. <i>a flag of Malaysia;</i> | c. <i>a flag of Cambodia</i> |
| 2. a. <i>a house;</i> | b. <i>a cottage;</i> | c. <i>a block of flats</i> |
| 3. a. <i>November;</i> | b. <i>September;</i> | c. <i>December</i> |
| 4. a. <i>a boy brushing his teeth;</i> | b. <i>a boy eating bread;</i> | c. <i>a boy doing morning exercise</i> |
| 5. a. <i>a boy walking on the beach;</i> b. <i>a boy building a sandcastle;</i> c. <i>a boy sitting in front of a hotel</i> | | |
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the box.
 - Replay the recording for pupils to check the answers.
 - Get pupils to correct their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Answers: 1. b 2. c 3. c 4. a 5. b

Tapescripts:

- | | |
|---|--|
| 1. Boy: <i>Do you know that girl over there?</i>
Girl: <i>Yes, I do. What about her?</i>
Boy: <i>Where's she from?</i>
Girl: <i>She's from Malaysia.</i> | 2. Boy: <i>Where does your friend live?</i>
Girl: <i>In a city.</i>
Boy: <i>What's her house like?</i>
Girl: <i>She doesn't live in a house. She lives in a block of flats.</i> |
|---|--|

3. Boy: *When's your birthday?*
 Girl: *Next month, December.*
 Boy: *On what day?*
 Girl: *December the 12th.*
4. Boy 1: *How often do you brush your teeth?*
 Boy 2: *Twice a day.*
 Boy 1: *When?*
 Boy 2: *Before bedtime and after breakfast.*
5. Mother: *Jimmy! Jimmy! Where are you?*
 Boy: *I'm here.*
 Mother: *What are you doing there?*
 Boy: *I'm building a sandcastle. Come over here and join me.*

2. Listen and number.

- Ask pupils to open their Student's Book on Page 45 and tell them the listening purpose: *You are going to listen to a dialogue between a grandfather and his granddaughter. Listen and number the pictures in the order you hear.* Point to each picture and elicit pupils' answer, e.g. *What do you see in Picture a/b/c/d/e?* Recall the key words to understand the text and write them on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures.

Notes:

Picture a: *a big red castle with a green gate;*
 Picture c: *a red castle in Green Park Village;*
 Picture e: *an old man standing at the door.*

Picture b: *a lot of people standing;*
 Picture d: *a girl drawing a picture;*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check the answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Tapescripts:

1. **Voice:** *You're going to hear a dialogue between a grandfather and a granddaughter.*
Grandfather (knocks at the door): Lucy, May I come in?
Lucy: Yes, Grandpa. Come in, please.
Grandfather (sounds of the door opened and steps). (Pause)
2. *Grandfather: What are you doing, Lucy?*
Lucy: I'm drawing a picture, Grandpa.
Grandfather: What are you drawing? (Pause)
Lucy: I'm drawing a castle, Grandpa.
3. *Grandfather: What's your castle like?*
Lucy: It's big. Very big!
Grandfather: Oh, yes. What colour is it?
Lucy: It's red. My castle is red. (Pause)
4. *Grandfather: Where is your castle?*
Lucy: It's in our area, Green Park Village.
Grandfather: Oh really? How nice! (Pause)

5. Grandfather: Are there people in your castle?
 Lucy: Yes, Grandpa. A lot. . . One hundred people!
 Grandfather: How many?
 Lucy: One hundred!
 Grandfather: Oh, so many!

Answers: a. 3 b. 5 c. 4 d. 2 e. 1

III. READING AND WRITING

1. Draw a line to match each question to the answer.

- Set the context: *You are going to review all the sentence patterns from Unit 1 to Unit 5 by matching each question in the first column with the appropriate answer in the second column.* Get pupils to read the sentences in silence in a few minutes. Then do the first example with pupils to make sure they understand the task.
- Individual work. Set time. Pupils do the task independently in silence. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to reread the sentences in this section again. Explain how to come to the result.
- Get pupils to repeat all the exchanges (pairs of question and answer).

Answers: 1. c 2. f 3. e 4. b 5. d 6. a

2. Read and do the tasks.

- Ask pupils to open their Student's Book on Page 46 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Let pupils read the title and look at the picture for a few seconds. Then elicit their answers: *What is the passage about?* Recall the meaning of the key words to understand the passage as you read the passage, pausing at times to check pupils' comprehension: *Where did Nam go for his summer holiday? Where were the campers from? How many boys shared the tent with Nam? What did the campers do at the camp? Did Nam have any new friends there?*
- Individual work. Set time. Pupils read and do the task independently. Get pupils to check the answers in pairs. Then call on a few pupils to report their answers to the class. Give an explanation if there is disagreement on any answer.

Answers:

- a. 1. b 2. c 3. d 4. a b. 1. F 2. T 3. T 4. T 5. T
- c. 1. He went to Ha Long Bay for a summer camp.
 2. They were from Indonesia, Australia and Malaysia.
 3. They did morning exercise.

IV. SPEAKING

1. This is what Minh often does in the morning. With a partner, ask and answer questions about each picture.

- Ask pupils to open their Student's Book on Page 47 and set the context: *You are going to talk about Minh's daily activities. Look at each picture and say what he often does.* Get pupils to look at each picture and elicit their answer, using the question under the picture.

Notes:

Picture 1: *What time does he get up?* Picture 2: *What does he often do after getting up?*
Picture 3: *What does he do next?* Picture 4: *What does he do at 7:00?*

- Pair work. Pupils take turn to ask and answer questions about Minh's daily activities. Monitor the activity and offer help as necessary.
- Call on some pairs to demonstrate the task in front of the class.
- Point to the pictures in turn and get pupils to repeat each line: *This is Minh. He often gets up at 6:30. He brushes his teeth after getting up. He does morning exercise. And he goes to school. / He rides a bike to school.*

Answers:

1. At 6:30.
2. He brushes his teeth.
3. He does morning exercise.
4. He goes to school. / He rides a bike to school.

2. Find and talk about the four differences between the two pictures.

- Stick the large sheet of paper with the pictures of this section on the board. Say: *You are going to find the four differences between these two pictures. Now, look at the pictures. Observe the details in each picture and tell me the differences.* Pre-teach the word: *parasol*. Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the spots in turn and say, e.g. *In Picture A there is one sandcastle. In Picture B there are two sandcastles.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.

Notes:

1. *In Picture A there is one sandcastle. In Picture B there are two sandcastles.*
 2. *In Picture A there is one parasol. In Picture B there are two parasols.*
 3. *In Picture A a boy is flying a kite. In Picture B a boy is riding a bike.*
 4. *In Picture A one child is chasing another on the beach. In Picture B the children are running on the beach.*
- Pair work. Pupils take turns to point to the pictures and talk about the differences. Monitor the activity. Call on a few pupils to report the differences.

UNIT 6 - A Visit to the Zoo

Competences

- Asking and answering questions about what people did at the zoo
- Asking and answering questions about what one saw at an animal show

New Language

- **Phonics:** *played visited watched*
- **Vocabulary:** *animal show, zoo keeper, giraffe, goose, moose, jungle, correct, burning hoop, horse, trick, snake, seal, mouse*
- **Sentence Patterns:** *What did you do at the zoo?*
 - *We walked around to see the animals.**What did you see at the animal show?*
 - *I saw two tigers jumping through the burning hoops.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 6, Pp. 48 -54*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about what people did at the zoo.

Warm-up: Pupils sing the song *We Will Go Over the Mountain* from Unit 5.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 48. Get them to look at the title of the unit and the four pictures to identify the characters. Set the context: *Nam's class had a visit to the zoo in the morning. Now Nga is asking him about the trip.* Elicit pupils' answers: *Who is this? What's her / his name? What are they talking about?* Point to each picture, read the text and check pupils' comprehension. Pre-teach the new phrases: *took us to the zoo, walked around, anything special, had a picnic lunch.* Write the phrases on the board and get pupils to repeat each of

them a few times. Use a mixture of English and Vietnamese to help pupils understand the context and the language if they seem confused. Make sure that pupils can understand the situation and the language in each picture.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups. Tell the groups to take turns to say the lines from Nga and Nam.



2. Point, ask and answer.

- Set the context: *Imagine you went to the zoo yesterday. We're going to practise asking and answering questions about your visit to the zoo.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the lines on the board. Get pupils to repeat the question and the answer a few times. Point to each picture in this section to recall the vocabulary and teach the new words: *animal show*. Group the verbs into two columns on the board: one column is the base form of the verbs and the other is the past form. Get pupils to pay attention to the differences between the verb forms. Then ask them to repeat each verb a few times.
- Model the task with the whole class. Point to the girl in Picture a and ask: *What did you do at the zoo?* Class: *We took pictures.* Repeat the step a few times. Focus on pronunciation and fluency. Then call on a few open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the animals and activities at the zoo. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using the pictures in the Student's Book or flashcards. Praise the pair if they have a good performance of pronunciation and actions.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 49. Tell them the listening purpose: *You are going to listen and tick the correct picture in each number.* Then get pupils to look at the pictures and guess what they indicate. Give the meaning of: *giraffe, loaf of bread, elephants trick.*

Notes: 1a. *two children at the zoo entrance*; 1b. *a girl watching a giraffe*;
1c. *a family at the lion enclosure*

2a. *two children playing with a ball*; 2b. *two children walking around the zoo to see the animals*; 2c. *two children going downtown*

3a. *a sandwich and a loaf of bread*; 3b. *a sandwich and sausage*; 3c. *a loaf of bread and sausage*

4a. *a girl singing*; 4b. *a girl watching an elephant show*; 4c. *a girl watching TV*

- Do the first example with pupils. Then play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the picture.

- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. Then ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again. Read out the correct answers to the class.

Answers: 1. a 2. b 3. c 4. b

Tapescripts:

You are going to listen to different pupils talking about their past activities.

1. A: *What did you do last Sunday?*

B: *I visited the zoo.*

A: *Oh, really? Who did you go with?*

B: *My brother.*

A: *How was the trip?*

B: *It was amazing.*

2. A: *What did you do at the zoo?*

B: *We walked around to see the animals.*

A: *Did you take pictures?*

B: *Yes, I did.*

3. A: *Did you have lunch at the zoo?*

B: *Yes. We had a picnic lunch. I was hungry. So I ate a lot.*

A: *Oh, really. What did you have for lunch?*

B: *I had bread and sausage.*

4. A: *What did you do after lunch?*

B: *We went to see an animal show.*

A: *Was there anything special?*

B: *Yes. The animals were clever and looked great.*

4. Talk.

- Get pupils to look at the pictures and elicit their answers to identify the animals and the activities in this section. Ask them to read the guiding questions. Then check their comprehension. Recall the vocabulary. Set the context: *You're going to practise talking, using the pictures and the guiding questions in your book.* Do the first example with the whole class to give pupils a clear idea of what the task is.
- Pair work. Pupils take turns to select the pictures, ask and answer questions about the contents of these pictures. They can freely make use of the language they have learnt previously together with the new vocabulary in the unit.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Follow-up

- Pupils play the game *Slap that animal*, using the flashcards of the animals they have learnt.

Summary

- In this lesson, pupils have learnt to ask and answer questions about what people did at the zoo, using the question: "What did you do at the zoo?" and the answer: *I / We _____*.

Homelink

- Pupils select and draw one of the animals they like for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the verb-ending with **ed** as in *played*, *visited* and *watched*; and
- to listen and number the pictures in the order they hear.

Warm-up: Pupils display their homelink drawings on the board. Then they play *Slap that animal*, using the pictures displayed.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 50. Stick the large-sized sheet of paper with the text to the board. Draw pupils' attention to the sound(s) of the letters **ed** as in *played*, *visited* and *watched*. Get pupils to repeat these verbs a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures and elicit their answers to identify the animals in this section. Then set the context: *A pupil went to an animal show at the zoo. He wrote this poem at home after his visit to the zoo. You're going to listen and clap the verbs ending with "ed": one clap for the "ed" pronounced as in "played", two claps for the "ed" pronounced as in "visited" and three claps for the "ed" pronounced as in "watched". Write on the board: *played* (1 clap), *visited* (2 claps), *watched* (3 claps).*
- Give the meaning of: *bent low*, *goose*, *moose*, *stairs*, using pictures or gestures. Write the new words on the board and get pupils to repeat each of them a few times. Read the poem, pausing at times to check pupils' comprehension. Then get them to repeat each line a few times.
- Model: Read the text again, clapping: *played* (1 clap), *jumped* (3 claps), *watched* (3 claps), *climbed* (1 clap), *loved* (1 clap). Get pupils to clap as you read the poem again. Then ask pupils to repeat each line of the poem.

- Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.
- Divide the class into groups to take turns to read and clap the poem.

Tapescripts:

*In the animal show,
The elephant bent low,
The kangaroo played with a goose.
And the goose jumped on a moose.
Then I watched the bears.
They climbed on some stairs.
Oh, I loved the show!
Do you want to see the show?*



3. Group and say aloud.

- Get pupils to look at the chart and the word box. Say: *You are going to group the verbs according to the pronunciation of their “ed” ending.* Check if pupils understand the activity and the meaning of the focused verbs. Recall the familiar verbs and teach the new ones as necessary. Say each verb and get pupils to repeat it a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the verbs in each column.

Answers:

1. **watched:** *danced, looked, walked*
2. **visited:** *painted, pointed, needed*
3. **played:** *stayed, climbed, numbered*



1
2
3
4

4. Listen and number.

- Get pupils to open their Student’s Book on Page 51. Tell pupils the listening purpose: *You are going to hear a pupil talking about his visit to the zoo. You should number the pictures in the order you hear.* Point to each picture and elicit pupils’ answer, e.g. *What do you see in Picture a/b/c/d/e?*

Notes: Picture a: *a group of children at the elephant enclosure;* Picture b: *children at a gorilla show;* Picture c: *children at a lion show;* Picture d: *children at a tiger show.* Picture e: *two bears on bikes*

- Recall the familiar words and teach the key ones that are needed to understand the text: *walking tour, huge, performance, gorilla, make fun, roar, chase, burning hoop.* Write the words on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Do the first item as an example with pupils if they seem confused.

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Play the recording again for pupils to check their answers.
- Get pupils to check the answers in pairs.
- Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers: a. 1 b. 3 c. 4 d. 5 e. 2

Tapescripts:

1. *Last Sunday we went to the zoo. We walked around to see the animals such as crocodiles, tigers, lions, gorillas and elephants. We finished our walking tour at the elephant enclosure. It was an elephant family: the mother, the father and the baby. Elephants are huge animals. They are very friendly.*
2. *After the picnic lunch, we went to see an animal show. The show began with two bears on the bikes. The bears were very big but clever on the bikes. Everybody clapped when the bears finished their performance. (Pause)*
3. *The next show was with two gorillas. They stood on their legs and jumped up and down. They made fun with their faces and teeth. They looked so funny. (Pause)*
4. *The show after that was with two lions. They stood on their legs and roared and chased each other. (Pause)*
5. *The last show was with two tigers. They chased one another, roared and stood on two legs. They were strong and their colours looked beautiful.*



5. Fun time

Do the crossword puzzle.

- Stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to play the game. They should identify the animals and relate the spelling of each animal word to the corresponding boxes in the crossword. Get pupils to look at the crossword puzzle and the pictures. Point to each picture to elicit pupils' answers to identify the animal, e.g. Point to Picture 1 and ask: *What animal is it?* Class: *It's a monkey.* Write the word on the board and ask pupils to count the letters. Get pupils to check whether the letters fit the number of boxes in the puzzle. Repeat the step until pupils finish prompting all the words.
- Pupils can do the crossword puzzle independently or in pairs. Monitor the activity and offer help when necessary.
- Call on some pupils to the board to complete the puzzle on the large-sized sheet and read out the words to the class.

Follow-up

- Get pupils to spell all the words from the crossword puzzle or play a game of *The Spelling Bee*.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the verb-ending with **ed** such as in *played*, *visited* and *watched*; and
- to listen and number the pictures.

Homelink

- Pupils learn to spell the animal words at home.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what one saw at an animal show; and
- to read an animal story and write in the speech bubbles.

Warm-up: Pupils play the game *Charades*. The teacher writes a list of zoo animal words on the board. One pupil from two groups will take turns to select and do actions or make animal sounds for the opponent group to guess the name of the animals. Every good guess scores 1 point. The group with the most points wins the game.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 52. Focus pupils' attention on the pictures and the text. Then elicit their answers to identify the characters in each picture. Set the context: *Mai's class had a visit to the zoo in the morning. Now her brother Phong is asking her about the animal show.* Point to Picture a and read the lines. Elicit pupils' answers: *Who is it? What are they talking about? What did the tigers do?*, etc. Give the meaning of *burning hoop* and write the phrase on the board. Get pupils to repeat it a few times. Repeat the step with Picture b. Make sure that pupils can understand the situation and the language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines in each picture.



2. Point, ask and answer.

- Draw pupils' attention to the picture under the example and set the context: *Imagine you went to an animal show yesterday. You saw many animal tricks.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Focus on pronunciation and fluency. Recall and pre-teach the prompts under each picture. Get pupils to repeat each prompt a few times.
- Model the task with the whole class. Point to Picture a and ask: *What did you see at the animal show?* Class: *I saw a monkey riding a horse.* Repeat the step. Get pupils to repeat the question and answer a few times. Focus on pronunciation and fluency. Call on a few open pairs to repeat the step with the rest of the pictures in this section.

Notes: Picture a. *a monkey riding a horse* Picture b. *a horse dancing*
Picture c. *a snake dancing* Picture d. *a seal playing with a beach ball*

- Pair work. Pupils in pairs take turns to point, ask and answer questions about what one saw at an animal show. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation or actions.



3. Read and number the pictures.

- Ask pupils to open their Student's Book on Page 53. Ask them to look at the title and the picture. Then set the context: *You're going to read an animal story. Can you guess what the story is about?* Recall the meaning of the familiar words and pre-teach the key words to understand the passage: *wake somebody up, catch, beg, too small, never, forget, net* (use Vietnamese if necessary). Then read the passage, pausing at times to check pupils' comprehension.
- Read the passage again and get pupils to repeat each line. Make sure pupils understand the task and the language. Point to each picture, elicit pupils' answers to guess what it indicates. Tell pupils that they should scan the information in the passage that relates to the picture and number the pictures in the order of the events in the story.
- Individual work. Pupils read and number the pictures independently. For slower pupils, get them to work in pairs.
- Get pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. Ask pupils to explain how they numbered the pictures.

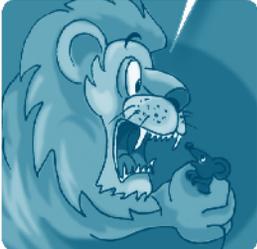
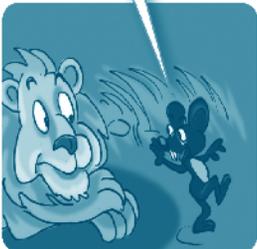
Answers: 1. d 2. e 3. b 4. f 5. c 6. a



4. Read the passage again. Write in the speech bubbles.

- Tell pupils to look at the pictures and guess what each animal would say. Then pupils should read the story again and underline each saying in the story. After that they relate each saying to the corresponding picture. Do the first example with the pupils.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary. For slower pupils, get them to work in pairs.
- Call on a few pupils to go to the board and complete the speech bubbles on the large-sized sheet of paper. Ask the class to check the lines and get pupils to repeat each line in the speech bubbles.

A little mouse ran over the nose of a sleeping lion. She woke him up. The lion caught the mouse. He opened his mouth to eat the mouse. "Please don't eat me. I will help you some day," begged the mouse. The lion laughed, "Ha, ha, ha. How can a small mouse help a big lion? But I won't eat you. You are too small." "Thank you, Mr Lion," said the mouse, "I will never forget your help." One day, the little mouse saw the lion in a net. She came to help the lion. She bit the net and the lion was free. "Thank you, little mouse," said the lion, "I will never forget your help."

1. <u>Please don't eat me.</u> <u>I will help you some day.</u> _____ _____	2. _____ _____ _____	3. _____ _____ _____	4. _____ _____ _____
			

Answers:

2. "Ha, ha, ha. How can a small mouse help a big lion? But I won't eat you. You are too small."
3. "Thank you, Mr Lion. I will never forget your help."
4. "Thank you, little mouse. I will never forget your help."

5. Fun time

A Guessing Game

- Get pupils to turn to their Student's Book on Page 54. Tell pupils they are going to play a guessing game. Get them to look at the picture and read the dialogue. Read each line of the dialogue, pausing at times to check pupils' comprehension. Pre-teach the new vocabulary: *jungle*. Get pupils to repeat each line of the dialogue.
- Make sure that pupils understand the language and how to play the game. They should work in pairs and take turns to select the pictures, ask and answer questions to guess the animal as in the model dialogue. They can only use YES/NO questions for their guesses. Do the first example with the class.

T: *Guess my favourite animal.*

Class: *Has it got four legs?*

T: *No, it hasn't.*

Class: *Has it got two legs?*

T: *Yes, it has.*

Class: *Does it live in the jungle?*

T: *Yes, it does.*

Class: *Can it fly?*

T: *Yes, it can.*

Class: *It's a bird.*

T: *You're correct.*

- Pair work. Pupils take turns to select pictures, ask and answer questions to find out the animals. Set time and monitor the activity. Offer help when necessary.
- Call on some pairs to act out the game in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what one saw at the animal show; and
- to read an animal story and write about a favourite animal.

Homelink

- Pupils select their favourite animals. Then they write Yes-No questions used for an animal guessing game for the warm-up activity in the next lesson.

UNIT 7 - My Favourite Sports and Games

Competences

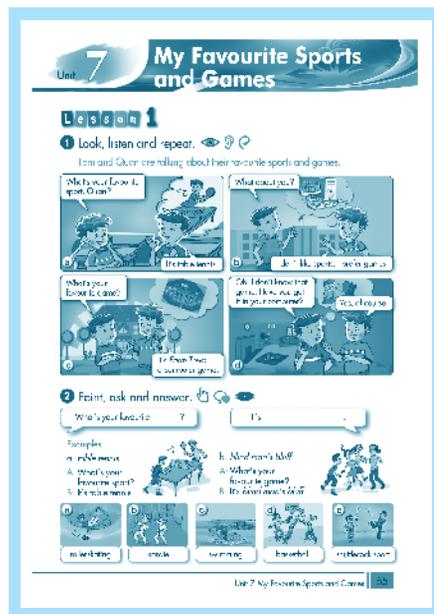
- Asking and answering questions about one's favourite sports and games
- Asking and answering questions about how often one plays a sport or a game

New Language

- **Phonics:** *game skate*
- **Vocabulary:** *blind man's bluff, rollerskating, karate, basketball, shuttlecock sport, table tennis, skate, rollerskate, once, never, sometimes, always, rarely*
- **Sentence Patterns:** *What's your favourite sport?*
– *It's table tennis.*
What's your favourite game?
– *It's blind man's bluff.*
How often do you play table tennis?
– *Twice a week.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 7, Pp. 55-61*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about one's favourite sports and games.

Warm-up: Pupils play *Jumbled Letters* (the letters of each word are all mixed up and the player has to put them in order of a word) with sport words that they have learnt before (*football, swimming, chess, badminton, etc.*).



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 55. Get them to look at the title of the unit and the four pictures to identify the characters in each picture. Set the context: *You are going to hear Tom and Quan talking about their favourite sports and games.* Point to each picture and elicit pupils' answers: *Who is this? What are they talking about?* Pre-teach the new vocabulary: *prefer, table tennis, Farm Town.* Then write them on the board and get pupils to say each word a few times. Use a mixture of English and Vietnamese to help pupils understand the context and the language if they seem confused. Read each line in the pictures, pausing at times to check pupils' comprehension.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Tom and Quan.



2. Point, ask and answer.

- Point to the picture by Example a and set the context: *We're going to practise asking and answering questions about favourite sports and games.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Repeat the step with the picture by Example b. Recall the familiar vocabulary and pre-teach the new words: *rollerskating (roller skating), karate, basketball, shuttlecock sport.* Tell pupils that *rollerskating, karate, swimming* are sports; *table tennis, basketball, shuttlecock sport* are games. Write the words on the board and get pupils to repeat each of them a few times.

Cultural notes

sport

1. an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment: *team sports such as soccer and rugby.*

game

1. a form of competitive activity or sport played according to rules.
(**games**) a meeting for sporting contests: *the Olympic Games*
(**games**) British athletics or sports as a lesson or activity at school: *in order to be popular, you had to be good at games*
a person's performance in a game; a person's standard of play: *Rooks attempted to raise his game to another level*
2. an activity that one engages in for amusement: *a computer game*
3. the equipment for a game, especially a board game or a computer game: *buy your games and software from us*
(Extracts from Oxford Dictionary)

- Model the task with the whole class. Point to all the pictures in the section and say: Imagine these are your favourite sports and games. Then point to each picture to elicit pupils' answer to identify whether it is "sport" or "game". Point to Picture a and ask: *What's your favourite sport?* Class: *It's rollerskating.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures in the same way.

Notes: Picture a. *rollerskating* Picture b. *karate* Picture c. *swimming*
Picture d. *basketball* Picture e. *shuttlecock sport*

- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the favourite sports and games in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards. Praise the pair if pupils have a good performance of pronunciation and language usage.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 56 and give them a few seconds to read the instruction and look at the pictures. Say the listening purpose: *You are going to listen to some pupils talking about their favourite sports and games. You should tick the appropriate picture.* Point to each picture and elicit pupils' answers to the information they indicate.
- Recall the familiar vocabulary and pre-teach the new words: *puzzle, popular, blind man's bluff, exciting, jogging (running slowly for long distance)*. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do an example with the pupils.

Notes:

1. a. 2 boys playing table tennis; b. 2 boys practising karate; c. 2 boys doing puzzles
 2. a. 2 boys swimming; b. a boy playing a computer game; c. 3 children playing basketball
 3. a. 3 boys playing volleyball; b. 2 boys playing shuttlecock sport; c. 3 children playing hide-and-seek
 4. a. 2 boys playing shuttlecock sport; b. 4 children playing blind man's bluff; c. 2 girls jogging
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the picture.
 - Play the recording again for pupils to check their answers.
 - Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the part again.

Answers: 1. a 2. b 3. c 4. a

Tapescripts:

1. You are going to hear four dialogues. The children in these dialogues are talking about games and sports.
Boy: *Let's do a puzzle.*
Girl: *I don't like puzzles.*
Boy: *What do you want to do then?*
Girl: *How about playing table tennis?*
Boy: *It's all right. Let's play it. (Pause)*
2. Girl: *What do you do in your free time?*
Boy: *Many different things, but I like playing games.*
Girl: *What game do you like?*
Boy: *Farm Town, a computer game. (Pause)*

3. *Girl: Do you like games?*
Boy: Yes, I do. I play a lot of games.
Girl: What's your favourite one?
Boy: Hide-and-seek. It's an exciting game. (Pause)
4. *Girl: What are they playing?*
Boy: Shuttlecock sport.
Girl: Is it a popular game in your country?
Boy: Yes. Very popular for boys in Viet Nam. (Pause)

4. Talk.

- Ask pupils to open their Student's Book on Page 56. Get them to read the instruction, the guiding expressions and to look at the pictures. Point to each picture and elicit pupils' answer to identify the activity. Write the words on the board and get pupils to repeat each of the sport / game names a few times. Read each guiding expression and check pupils' comprehension. Make sure they understand the task and the language. Model the first example to give pupils a clear idea of how the activity works. Pupils can freely make use of the language they have learnt previously together with the new vocabulary in the unit. Call on a pupil and ask, for example:

T: *Do you like sports (/games)?*

P: *Yes, I do.*

T: *What's your favourite sport?*

P: *Table tennis.*

T: *Where do you often play table tennis?*

P: *I play it at school.*

etc.

Notes: Picture a. *table tennis* Picture b. *karate* Picture c. *rollerskating*
 Picture d. *hide-and-seek* Picture e. *basketball*

- Pair work. Pupils take turns to ask and answer the question about their favourite sports and games. Call on a few pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Summary

- In this lesson, pupils have learnt to ask and answer questions about one's favourite sports and games, using *What's your favourite sport/game? – It's _____.*

Homelink

- Pupils make a list of sports and games they have learnt for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*; and
- to listen and number the pictures as they listen.

Warm-up: Pupils display their homelink writing for their classmates to read. Then get pupils to play *Charades* (a guessing game using gestures to describe a sport or a game that pupils have learnt for the opponent group to guess the word).



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 57. Stick the large-sized sheet of paper with the text on the board. Draw pupils' attention to the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures in this section and ask them to identify the activity in the picture. Then ask pupils to predict what the chant is about. Set the context: *You are going to hear a chant about games. Guess the names of the games. After that, you'll listen and clap the focused words: one clap for the words with "ame" as in "same" and two claps for the words with "ate" as in "skate".* Recall the familiar vocabulary and pre-teach the new words: *summer, Kate, autumn, Tess, always, win*. Write the new words on the board. Get pupils to repeat them a few times. Read each line of the chant and elicit pupils' answers to the names.
- Model: Read the chant, clapping: *rollerskate* (two claps), *Kate* (two claps), *late* (two claps), *same* (one clap), *game* (one clap). Group the words into two columns on the board corresponding to the number of claps.
- Get pupils to clap as you read the chant again. Then ask pupils to repeat each line of the chant.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.

Tapescripts:

*In summer
I like to rollerskate
In the park
With Kate
Until late
At night.*

*In autumn
I like to play chess
With Tess
In the same park.
And I always
Win the game.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 57. Get them to look at the chart and the word box. Say: *You are going to group the words with "ame" as in "same" or with "ate" as in "skate".* Check if pupils understand the activity and the meaning of the focused words. Recall the meaning of familiar vocabulary and teach the new words: *plate, frame*. Say each word and get pupils to repeat it a few times.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Tapescripts:

name	gate	plate	date
same	frame	late	

Answers:

ame: name, same, frame

ate: gate, plate, date, late



1
2
3
4

4. Listen and number.

- Ask pupils to open their Student's Book on Page 58 and tell them the listening purpose: *You are going to hear six dialogues. The speakers in these dialogues are talking about their favourite sports and games. You should number the pictures as you listen.*
- Point to each picture and elicit pupils' answers to identify each activity. Recall the familiar vocabulary and pre-teach the key ones for pupils to understand the text: *international football match, playground, competition*. Write the words on the board and get pupils to repeat each of them a few times.

Notes: Picture a. *2 boys playing chess;*
 Picture b. *2 boys playing shuttlecock sport;*
 Picture c. *a boy playing a computer game;*
 Picture d. *some children playing hide-and-seek;*
 Picture e. *a man and a boy watching a football match on TV;*
 Picture f. *2 children playing badminton.*

- Do the first example with pupils to make sure pupils understand the task and the language.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to select and number the picture.
- Get pupils to check their answers in pairs. Then ask some pupils to report their answers to the class.
- In case there is disagreement, play the recording related to the part again.

Answers: a. 6 b. 3 c. 4 d. 1 e. 2 f. 5

Tapescripts:

1. You are going to hear six dialogues.
The speakers in these dialogues are talking about their favourite sports and games.
Boy: *Do you like sports, Hoa?*
Girl: *No, I don't. I like games.*
Boy: *What's your favourite game?*
Girl: *Hide-and-seek. (Pause)*
2. Boy: *What's on TV now, Daddy?*
Man: *An international football match.*
Boy: *Football is my favourite sport. Can I join you?*
Man: *Sure, dear. (Pause)*
3. Boy 1: *Look. Phong and Nam are playing shuttlecock sport. Let's join them.*
Boy 2: *OK. It's my favourite game. (Pause)*
4. Girl: *What game are you playing?*
Boy: *Farm Town. It's a new computer game.*
Girl: *Is it interesting?*
Boy: *Yes, it is. I like it very much. (Pause)*
5. Boy: *Hurrah! The class is over. How about playing badminton?*
Girl: *It's a great idea! Where will we play?*
Boy: *Let's play in the playground. (Pause)*
6. Girl: *Are you going to the chess competition tomorrow?*
Boy: *Yes, of course. I'm one of the competitors.*
Girl: *I'll be your supporter.*
Boy: *Thank you. Please come. (Pause)*



5. Fun time

Lyrics:

Hokey-Pokey

*You put your right hand in,
You put your right hand out;
You put your right hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

*You put your left foot in,
You put your left foot out;
You put your left foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

- Stick the large-sized sheet of paper with the song *Hokey-Pokey* on the board. Then tell pupils the activity purpose: *You are going to sing a song.* Point to each part of the picture and ask pupils to predict what the children are doing. Read each line of the lyrics, pausing at times to check pupils' comprehension. Pre-teach the vocabulary: *right / left hand, put in / out, shake, turn yourself around, foot.* Write the words on the board and get pupils to repeat each of them a few times.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Play the recording again for pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Cultural note:

The song *Hokey-Pokey* is a well-known song in English-speaking countries. It is a participation dance with a distinctive accompanying tune and lyrics structure.

Follow-up

- Vary the lyrics of the song, using actions with other parts of body, e.g.

*You put your left hand in,
You put your left hand out;
You put your left hand in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about!*

*You put your right foot in,
You put your right foot out;
You put your right foot in,
And you shake it all about.
You do the Hokey-Pokey,
And you turn yourself around.
That's what it's all about! etc.*

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ame** as in *game* and that of the letters **ate** as in *skate*;
- to listen and number the pictures; and
- to sing the song *Hokey-Pokey*.

Homelink

- Pupils practise singing *Hokey-Pokey*, doing actions with different parts of the body.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about how often one plays a sport or a game; and
- to read a comprehension text on how to play *hide-and-seek* and write a description on playing *hide-and-seek*.

Warm-up: In groups, pupils sing *Hokey-Pokey*, doing actions with different parts of the body.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 59 and look at the pictures. Read the context sentence and check pupils' comprehension. Then point to each picture to elicit pupils' answers to identify the characters. Set the context: *You are going to hear Tom asking Mai questions about his survey on sports and games.* Read each line in the pictures and check pupils' comprehension. Recall *How often* and teach the new vocabulary: *twice a week*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to say the lines from Tom and Mai.



2. Point, ask and answer.

- Draw pupils' attention to the table in this section. Then say: *You are going to practise asking and answering questions about how often one plays a sport or a game.* Get pupils to read the example and elicit their prompts to complete the lines in the speech bubbles. Write the question and the answer on the board and get pupils to repeat them a few times. Point to the table and recall the meaning of the familiar vocabulary and pre-teach the new words: *never, rarely, once a week, twice (two times), four times a week*. Get pupils to repeat each item in the table a few times.

Notes:

time(s) (countable): *lần*; *time* (uncountable): *thời gian*

often: 4-5 times a week

sometimes: 2-3 times a week

rarely: once a week but not every week

- Model the task with the class. Point to the picture under the example and ask: *How often do you play table tennis?* Class: *Twice a week*. Repeat the step. Focus on pronunciation and fluency. Then call on a few open pairs to go through the rest of the pictures in this section.
- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the frequency of playing sports and games using the prompts under each picture. Monitor the activity and offer help as necessary.

- Select a few pairs of pupils to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Language notes:

There are some verbs that are often used when talking about games or sports:

- **do** is generally used for individual sports and fighting sports, e.g. *do yoga, do a puzzle, ...*
- **go** is generally (but not always) used for sports and activities ending in – **ing**, e.g. *go skating, go camping ...*
- **play** is generally used for team sports, games and ball games, e.g. *play basketball, play hide-and-peek, play tennis ...*



3. Read and do the tasks.

a. Tick Yes or No.

- Ask pupils to open their Student's Book on Page 60 and get them to read the title and look at the picture. Ask pupils to guess what the passage is about. Then set the context: *You are going to read about how to play hide-and-peek. I'm sure many of you know how to play it. But you should read the passage to check what you already know.* Pre-teach the key words to understand the passage: *indoors, outdoors, seeker, meanwhile, look for, finish, start.* Read the passage, pausing at times to check pupils' comprehension. Focus on the sentences in Task a: *Where do children prefer playing hide-and-peek? How many children can play the game? What does the seeker do? Do other children count from five to one hundred? How does the seeker win the game?* Play the recording or read the passage twice: once for pupils to listen all the way through and once for them to repeat. Pause after each sentence for pupils to repeat.
- Individual work. Pupils do Task a. For slower pupils get them to work in pairs. Monitor the activity and offer help as necessary.
- Ask pupils to check their answers in pairs. Then get some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage.

Answers: 1. No 2. Yes 3. Yes 4. No 5. No

b. Read the passage again. Find the words which "they", "his / her" and "he / she" refer to.

- Tell pupils that *his / her, he / she* and *they* can be used to replace a noun or a noun phrase corresponding to their meaning and form. Give pupils a few examples with these focused words.
- Individual work. Ask a few pupils to report their answers to the class. Ask them to explain how they came to the result (they can speak in Vietnamese if necessary).

Answers: *they:* boys and girls
his / her: the seeker's
he / she: the seeker



4. Choose the right words to write.

- Ask pupils to open their Student's Book on Page 61, and draw their attention to the passage. Tell pupils the writing purpose: *You are going to read and choose the right words to complete a description on how to play hide-and-seek.*
- Individual work. Get pupils to read each line and choose one of the words provided in the brackets to fill in the space. Set time for pupils to write independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class and have the class display after that.

Answers: 1. *play* 2. *seeker* 3. *five* 4. *places* 5. *players*



5. Fun time

Charades

- Tell pupils that they are going to play *Charades*, a guessing game: pupils look at the gestures or facial expressions of a performer and guess what he / she is doing. Then divide the class into groups of 6 - 8 pupils to play the game.
- Explain the game: each group discusses to select a leader and a performer. Then they discuss in secret in their group a sports / game word to mime (do actions describing the word), e.g. *table tennis*.
- The performer mimes in front of the opponent group for them to make a guess.
- Then the leader of the miming group points at a pupil in the other group and asks: *What is he / she doing?* If the pointed pupil gives a correct answer, his / her group scores a point and replaces the performer to mime. If he / she gives a wrong answer, their group scores nothing and remains as the guessers. The group with the most points wins the game.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how often one plays a sport or game;
- to read a comprehension text on how to play *hide-and-seek*; and
- to write a description on playing *hide-and-seek*.

Homelink

- Pupils practise miming their favourite sports and games at home for the class performance in the next lesson.

UNIT 8 - My Favourite Books

Competences

- Asking and answering questions about what book one is reading
- Asking and answering questions about what a story character is like

New Language

- **Phonics:** *watermelon dragon*
- **Vocabulary:** *legend, character, thief (thieves), starfruit, magic lamp, dwarf, dragon, watermelon, main, intelligent, brave, patriotic, clever, brilliant, good-natured, gentle, miserable*
- **Sentence Patterns:** *What book are you reading?*
 - *I'm reading 'The Legend of Hoan Kiem Lake'.*
 - What is Son Goku like?*
 - *He is intelligent and brave.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 8, Pp. 62 – 68*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about what book one is reading.

Warm-up: Get pupils to play *Jumbled Words*, using the names of the characters they know so far: *Tom, Jenny, Linda, Akio, Azmi, Zack, Nam, Mai, Quan, Mary, Phong, Lucy, and Alex.*



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 62. Tell them to look at the title of the unit and the pictures. Get pupils to identify the characters in the pictures. Set the context: *You are going to hear Tom talking to Nam on the phone. Tom wants to know what Nam is doing.* Read the lines in each picture, pausing at times to check pupils' comprehension. Recall the meaning of the familiar vocabulary and pre-teach the new words: *legend, borrow*. Use pictures, gestures and Vietnamese as necessary. Write the words on the board and get pupils to repeat each item a few times. Make sure that pupils can understand the situation and the language.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat.
- Divide the class into groups. Tell the groups to take turns to say the lines from Tom and Nam.



2. Point, ask and answer.

- Draw pupils' attention to the pictures in this section and say: *Imagine you are reading these books. You are going to practise asking and answering questions about them.* Have pupils read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Focus on pronunciation and fluency. Then point to each picture and check if pupils know these books. Get pupils to repeat each title a few times. Pre-teach the new vocabulary: *starfruit tree, magic lamp, dragon ball, watermelon, thief (thieves) dwarf (dwarfs/ dwarves)*, using pictures, gestures and even Vietnamese when necessary. Make sure pupils understand the stories in general and can say the titles of the books in English.
- Model the task with the whole class. Point to Picture a and ask: *What book are you reading?* Class: *I'm reading The Starfruit Tree.* Repeat the step a few times. Call on a few open pairs to go through the rest of the titles in the same way.

Notes: Picture a. *The Starfruit Tree*; Picture b. *Aladdin and the Magic Lamp*;
 Picture c. *Dragon Balls*; Picture d. *The Legend of Watermelon*;
 Picture e. *Ali Baba and the Forty Thieves*; Picture f. *Snow White and the Seven Dwarfs*.

- Pair work. Pupils take turns to point to the pictures, and to ask and answer questions about the titles of the books. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 63 and say the listening purpose: *It's the story telling hour in Nam's class. You are going to hear some pupils talking about the books they are reading or about their favourite books. You should listen and tick the appropriate picture.* Point to each book cover and ask pupils to identify the titles.

Notes: Picture a. *Dragon Balls*; Picture b. *Aladdin and the Magic Lamp*;
 Picture c. *The Starfruit Tree*; Picture d. *Snow White and the Seven Dwarfs*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to select and tick the picture.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the dialogue again.

Answers:

1. Nam: *Aladdin and the Magic Lamp*
2. Mai: *Snow White and the Seven Dwarfs*
3. Quan: *Dragon Balls*
4. Mary: *The Starfruit Tree*

Tapescripts:

1. Voice: *It's the story telling hour. Nam, Mai, Quan and Nga are talking to the class about their favourite story books.
Hello. My name is Nam. I like to read story books in my free time.
My favourite book is 'Aladdin and the Magic Lamp'... (Pause)*
2. Hi. *My name is Mai. I often stay at home at weekends and read books. My favourite book is 'Snow White and the Seven Dwarfs' ... (Pause)*
3. Hello, everybody. *My name's Quan. I often read books in my free time. My favourite book is 'Dragon Balls'... (Pause)*
4. Hi, everyone. *My name is Mary. I like reading children's stories. My favourite book is 'The Starfruit Tree' ... (Pause)*

4. Talk.

- Ask pupils to open their Student's Book on Page 63. Draw pupils' attention to the pictures and ask them to read the instruction. Check to make sure pupils understand the task and the book titles. Set the context: *You are going to choose a book from these ones and talk with your partner about it.* Point to each book and get pupils to say the title together. Model the task to give pupils a clear idea of the activity. Select a pupil and start a conversation, using the guiding questions. Teach pupils negative responses: *Not yet; I don't know the name; I haven't read it; I have no idea,...*

Notes: Main characters:

Picture a. *Aladdin*

Picture b. *King Le Loi*

Picture c. *Son Goku*

Picture d. *Ali Baba*

Picture e. *An Tiem*

Picture f. *Two brothers*

- Pair work. Pupils take turns to select, ask and answer questions about the book they have selected.
- Select a couple of pupils to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

Summary

- In this lesson, pupils have learnt to ask and answer questions about what book one is reading, using *What book are you reading? – I'm reading...*

Homelink

- Pupils write a list of books they have read and prepare two books from their list for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letter **a** as in *watermelon* and that of the letter **a** as in *dragon*; and
- to listen and number the pictures.

Warm-up: Pupils display their homework for their classmates to see. Then they ask and answer questions about the books displayed, using the questions they have learnt so far.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 64. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letter **a** as in *watermelon* and that of the letter **a** as in *dragon*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures and elicit the names of the characters in each picture and guess what the dialogues are about. Set the context: *You're listening to two dialogues. Clap the words in focus: one clap for the words with "a" pronounced as in watermelon and two claps for the words with "a" pronounced as in "dragon".* Read each line in Dialogue a and check pupils' comprehension. Repeat the step with Dialogue b. Recall the key vocabulary to understand the texts. Play the recording twice: once for pupils to listen all the way through; once for them to repeat. Pause after each line for pupils to repeat a few times.
- Model the task. Read the dialogues, clapping: *watermelon* (1 clap); *dragon* (2 claps); *dragon* (2 claps); *Dragon* (2 claps). Then repeat the step, but let pupils clap as you read.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap their hands at the words in focus.

Tapescripts:

- a. Mai: *I'm reading a book.*
Nam: *What book are you reading?*
Mai: *The Legend of Watermelon.*
- b. Mai: *What are you doing?*
Quan: *I'm drawing a dragon.*
It's the dragon in "Dragon Balls".



3. Group and say aloud.

- Get pupils to look at the chart and the word box. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class.

- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words in each column in chorus.

Answers:

watermelon: *tall, small, talk, volleyball, fall*

dragon: *Saturday, family, dad, bad, bag*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above task, e.g. 'wa.ter.me.lon. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'tall	'fa.mi.ly
'small	'Sat.ur.day
'talk	'dad
'fall	'bad
'vol.ley.ball	'bag



1 2 3 4. Listen and number.

- Get pupils to open their books on Page 65. Tell them the listening purpose: *This is an interview with four pupils at Binh Minh Primary School. The interviewer wants to know the books that these pupils often read in their free time. You're going to listen and number the books. Point at each book and get pupils to say the title. Then remind pupils that they should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Do the first item as an example with pupils.*

Notes: Picture a: *Aladdin and the Magic Lamp*; Picture b: *The Legend of Watermelon*;
Picture c: *The Starfruit Tree*; Picture d: *Ali Baba and the Forty Thieves*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Ask a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers: a. 3 b. 1 c. 4 d. 2

Tapescripts:

1. Reporter: ... And now, we're going to interview some Vietnamese pupils at Binh Minh Primary School. Let's start with Mai.

Reporter: What do you often do in your free time, Mai?

Mai: Er... I often read books.

Reporter: What's your favourite book, Mai?

Mai: Umm... I love reading 'The Legend of Watermelon'.

Reporter: That's great! Thank you, Mai. (Pause)
2. Reporter: And what about you, Nam? Do you like reading books?

Nam: Yes, I do.

Reporter: What's your favourite book?

Nam: I like 'Ali Baba and the Forty Thieves'.

Reporter: I see. Thank you, Nam. (Pause)
3. Reporter: And the next pupil, Nga. What do you often do in your free time?

Nga: I love reading books too.

Reporter: What's your favourite book?

Nga: 'Aladdin and the Magic Lamp'. It's exciting and thrilling.

Reporter: OK. Thank you, Nga. (Pause)
4. Reporter: And what about you, Quan? Do you often read books in your free time?

Quan: Yes, I do.

Reporter: What's your favourite book?

Quan: I like reading 'The Starfruit Tree'.

Reporter: Great! Thank you, Quan. (Pause)

5. Fun time

What Are not Their Hobbies?

- Ask pupils to open their Student's Book on Page 65. Set the context: *You are going to play the game "What are not their hobbies?". The pupils in the picture are talking about their hobbies. You should listen and spot three hobbies that do not belong to each character.*
- Stick the large-sized sheet of paper with the game on it on the board. Then ask four pupils to go to the board. Give each of them a strip of paper on which there is a statement about a specific character's hobby. In turn, pupils at the board read out the statement on his/her strip of paper. The rest of the class listen and spot three hobbies which do not belong to each character.
- Set time. Pupils spot the hobbies on the board as they observe the pictures and listen to the four pupils reading in turn. Monitor the activity and offer help as necessary.

Answers:

1st character on the left: cycling, reading a book, watching TV

2nd character: playing on the computer, playing football, playing table tennis

3rd character: reading Harry Potter, flying a kite, playing computer games

4th character: playing badminton, playing table tennis, reading a book

Tapescripts:

1. *At the weekend I like playing badminton.*
2. *I like listening to pop music in my free time.*
3. *I like reading Doraemon on Sundays.*
4. *I like playing computer games in my free time.*

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letter **a** as in *watermelon* and that of **a** as in *dragon*;
- to listen and number the books; and
- to play the game *What are not their hobbies?*

Homelink

- Pupils draw a table with two columns: one for the title of the book they have read and one for the main character's name in each book for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what a story character is like;
- to read a comprehension text on a favourite character and write about a favourite book character.

Warm-up: Pupils display their homelink work. Then they ask and answer questions about the books and characters displayed, using the language they have learnt.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 66. Get them to look at the pictures and read the lines in each picture. Point to each picture and elicit the names of the characters and the location. Set the context: *Mai and Tony are in the library. They are looking for some story books. You are going to hear them talking about these books.* Then read the lines in each picture, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the new words: *main character, brave, intelligent.* Get pupils to repeat the words a few times.
- Play the recording twice: one for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. Tell the groups to take turns to say the lines from Mai and Tony.



2. Point, ask and answer.

- Draw pupils' attention to the picture on the right of the example. Point to the picture of Son Goku and ask pupils to read the example. Then set the context: *Imagine you are reading this book. Let's practise talking about the character in this book.* Get pupils' prompts to complete the lines in the speech bubbles. Write the question and the answer on the board and get pupils to repeat each sentence a few times. Focus on pronunciation and fluency. Get pupils to repeat each prompt under the picture. Recall or teach the new vocabulary: *brave, patriotic, good-natured, hard-working, intelligent, gentle, miserable*, using Vietnamese for the adjectives. Get pupils to repeat each adjective a few times.
- Model the task with the class. Point to Picture a and ask: *What's Thanh Giong like?* Class: *He's brave and patriotic.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures.

Notes:

Picture a. *Thanh Giong/brave, patriotic;*

Picture b. *Harry Potter / good-natured, intelligent;*

Picture c. *An Tiem / hard-working, miserable;*

Picture d. *Ali Baba / clever, brave;* Picture e. *Snow White / beautiful, gentle*

- Pair work. Pupils in pairs take turns to point to the pictures and ask and answer questions about the quality of the characters in the stories in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using the pictures in the Student's Book or the books displayed. Praise if the pair has a good performance of pronunciation or language usage.

Culture notes:

- **Thanh Giong** or Phu Dong Thien Vuong: a child god in Giong Village who helped King Hung to defend the country from northern invaders.
- **Harry Potter**: a series of seven fantasy novels written by the British author J. K. Rowling. The books chronicle the adventures of a young wizard and his friends.
- **Snow White and the Seven Dwarfs**: a German fairy tale about an orphan princess living with her stepmother Queen who was wicked and jealous of her beauty.



3. Read and do the tasks.

a. Tick Yes or No.

- Ask pupils to open their Student's Book on Page 67 and get them to read the title of the story and look at the picture. Ask pupils to guess what they are going to read about. Then point to the picture to elicit the name of the character and what he is thinking about. Set the context: *You are going to read a passage and do the tasks that follow.* Give pupils a few seconds to look through the tasks. Read the passage, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the key words to understand the passage: *free, e-book, case,*

detective, series, change, fight, organization. Use Vietnamese when necessary. Write the words on the board and get pupils to repeat them a few times. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the ideas in Task a: *What does Tom like doing in his free time? Is "Case Closed" Japanese funny story? Who is the main character in the series? What is the new name of the detective? Is the detective a gentle and good-looking man?*

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Make sure pupils understand the task and the language.
- Pair work. Set time. Pupils do the task. For slower pupils, get them to work in pairs. Monitor the activity and offer help as necessary.
- Call on a few pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage.

Answers: 1. Yes 2. No 3. Yes 4. Yes 5. No

b. Write short answers.

- Discuss with pupils the questions in Task b. *Write short answers.* Elicit their answers. Then set time and let pupils work in pairs. Monitor the activity.
- Ask a few pupils to read their answers to the class. Discuss with the class the way how to come to the answer.

Answers:

1. "Case closed" series.
2. Jimmy Kudo.
3. Very intelligent and brave.



4. Write about your favourite book.

- Ask pupils to open their Student's Book on Page 68 and get them to read the task and the Guide as a writing frame. Say the writing purpose: *You are going to write about your favourite book.* Point to the incomplete passage and say: *You should read and complete the passage about your favourite book with support from the Guide.* Do the first example with the class. Write the writing frame on the board and elicit pupils' answers to complete the passage, using the prompts supplied by pupils.
- Individual work. Set time and ask pupils to fill the blanks with their appropriate information before copying onto a clean sheet of paper for the class display later. Monitor the activity and offer help as necessary.
- Call on a few pupils to read their work to the class. Then have the class display.

5. Fun time

Complete the crossword puzzle with the adjectives in the box.

- Stick the large sheet of paper with the crossword puzzle on the board. Draw pupils' attention to the crossword. Set the context: *You are going to do a crossword puzzle. You should read all the adjectives in the box. Look at the letters provided and think about the rest of the letters to fill the boxes.*
- Check pupils' comprehension of the adjectives. Then get them to repeat each adjective a few times.
- Individual work. Pupils read, select and do the crossword independently. For slower pupils, get them to work in pairs.
- Call on a few pupils to go to the board to write the letters in the boxes. Correct any mistakes and get pupils to read aloud these adjectives.

Answers:

1. patriotic 2. miserable 3. beautiful 4. intelligent 5. brilliant 6. brave 7. gentle

Summary

- In this lesson, pupils have learnt to ask and answer questions about what a story character is like, using *What is he / she like? - He / She...* (adjective); and
- to read a comprehension text on a favourite character and write about a favourite book character.

Homelink

- Pupils look for pictures (magazine cut-outs, drawings, toys, etc.) related to their favourite books for the class display in the next lesson.

UNIT 9 - Our Teachers' Day

Competences

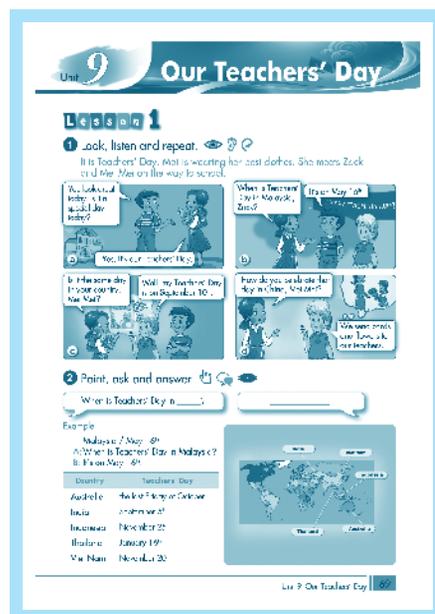
- Asking and answering questions about the dates of Teachers' Day in some countries
- Expressing and responding to wishes

New Language

- **Phonics:** *card just*
- **Vocabulary:** *special, celebrate, honest, forward, wonderful, devoted, bunch of flowers, poem*
- **Sentence Patterns:** *When is Teachers' Day in Malaysia?*
 - *It's on May 16th.*
 - *These flowers are for you.*
 - *Thank you.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 9, Pp. 69 – 75*
- Audio and visual aids: Recordings and robot teacher, word cards, crayons & paper, stickers scissors, ribbons, glue, markers, coloured chalk and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about the dates of Teachers' Day in some countries.

Warm-up: Pupils display their homelink pictures from Unit 8. Then they play the *Slap the board* game, using the pictures displayed.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 69 and tell them to look at the title of the unit and the pictures. Get pupils to identify the characters in the pictures. Set the context: *You are going to hear Zack, Mai and Mei Mei talking about Teachers' Day in some countries.* Recall how to say the date: *November 20th, May 16th and September 10th.* Pre-teach the new vocabulary: *wear, best clothes* and *celebrate*. Write the words on the board and get pupils to repeat each of them a few times. Read the lines in each picture, pausing at times to check pupils' comprehension. Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat.
- Divide the class into groups to take turns to say the lines from Zack, Mai and Mei Mei.



2. Point, ask and answer.

- Draw pupils' attention to the world map and the date chart in this section. Point to the world map and ask pupils to read the name of the countries in focus. Then say: *You are going to practise asking and answering questions about the dates of Teachers' Day in some countries.* Have pupils read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Focus on pronunciation and fluency. Then point to each row on the date chart and get pupils to repeat the name of the countries and the dates a few times.

Notes:

Country	Teachers' Day
Australia	the last Friday of October
India	September 5 th
Indonesia	November 25 th
Thailand	January 16 th
Viet Nam	November 20 th

- Model the task with the whole class. Point to Australia on the chart and ask: *When is Teachers' Day in Australia?* Class: *It's on the last Friday of October.* Repeat the step a few times. Focus on pronunciation and fluency. Call on a few open pairs to go through the rest of the countries in the same way.
- Pair work. Pupils take turns to point to each country on the chart, ask and answer questions about the date of Teachers' Day. Monitor the activity and offer help as necessary.
- Select a few pairs of pupils to perform the task in front of the class. Praise the pupils if they have a good performance of pronunciation and language usage.



3. Listen and circle.

- Ask pupils to open the Student's Book on Page 70 and get them to read the dates provided. Then ask them to guess what they are going to hear about. Set the context: *Read the dates. You are going to hear a passage about the dates of Teachers' Day in some countries. You should listen and circle the appropriate dates.* Pre-teach the key words: *celebrate, special event, celebration.* (Use Vietnamese as necessary). Write the words on the board and get pupils to repeat each of them a few times.

Notes

1. a. October 7th b. January 16th c. September 5th
2. a. November 20th b. October 25th c. November 25th
3. a. November 20th b. September 5th c. October 10th
4. a. the last Friday of October b. the last Wednesday of October c. the last Saturday of October

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to select and circle the appropriate dates.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the dialogue again.

Answers: 1. c 2. c 3. a 4. a

Tapescripts:

Many countries celebrate Teachers' Day to thank their teachers for their teaching. However, this special event is celebrated on different dates in different countries. For example, in India, the celebration is on September 5th. (Pause) In Indonesia it is on November 25th. (Pause) In Viet Nam it is on November 20th. (Pause) And in Australia, it is on the last Friday of October. There are different activities in each country to thank teachers for their teaching. (Pause)

4. Talk.

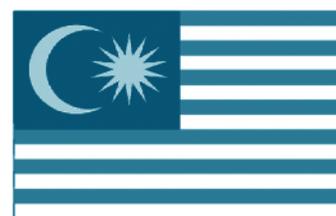
- Draw pupils' attention to the flags. Ask pupils to read the guiding questions. Point to each flag to elicit pupils' answers to identify the country. Set the context: *You are going to work in pairs to talk about the dates of Teachers' Day in some countries.* Point to each flag and elicit pupils' answers to identify the country. Then model the task with the whole class to give pupils a clear idea of the activity. Point to Flag a and ask: *What country is it?* Class: *It's Thailand.* T: *Is there Teachers' Day in Thailand?* Class: *Yes, there is.* T: *When is Teachers' Day in Thailand?* Class: *It's on January 16th,* etc. For slower pupils, write a model frame on the board for them to follow.



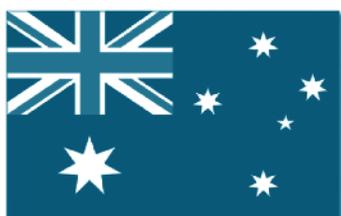
a. Thailand



b. Indonesia



c. Malaysia



d. Australia



e. Viet Nam



f. India

Notes: Refer to the chart in the section Point, ask and answer for the dates of these countries' Teachers' Day.

- Pair work. Pupils take turns to point to each flag at random. Ask and answer questions about the country names and the dates of Teachers' Day of each country. Set time. Monitor the activity and offer help as necessary.
- Select some pairs to perform the task in front of the class. Praise the pair if pupils have a good performance of pronunciation and language usage.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the dates of Teachers' Day in some countries; and
- to listen and circle the dates of Teachers' Day in appropriate countries.

Homelink

- Pupils select, copy and colour a flag for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **rd** as in *card* and that of the letters **st** as in *just*; and
- to listen and number the pictures.

Warm-up: Pupils display their homelink drawings. Then they ask and answer questions about the flags, the country names and the dates of Teachers' Day in the countries.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 70. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **rd** as in *card* and that of the letters **st** as in *just*. Get pupils to repeat these words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures. Ask pupils to read the lines on the cards and the poem. Check pupils' comprehension. Then get them to guess what the poem is about. Read the poem, pausing at times to check pupils' comprehension. Teach the key words: *look forward*, *arrive*, *devoted*, *helpful*. Use Vietnamese to get pupils to understand the adjectives. Write the words on the board and ask pupils to repeat each item a few times. Say: *You are going to hear the poem and clap the words: one clap for the words with "rd" pronounced as in "card" and two claps for the words with "st" pronounced as in "just"*.
- Model the task. Read the poem, clapping: *forward* (1 clap); *just* (2 claps); *card* (1 clap). Read the poem again, but let pupils clap the words in focus.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the words in focus.

Tapescripts:

To Our Teacher

*It is your class
I look forward to
When I arrive at our school.
I just want to say
You're a wonderful teacher,
And devoted, helpful
And kind.
I send you this card
For we all love you, Teacher.*



3. Group and say aloud.

- Get pupils to look at the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words in each column in chorus.

Answers:

card: *third, board, forward, bird*

just: *first, honest, breakfast, August*

Follow-up

- Get pupils to read and put an accent (ˈ) before the stressed syllable of each word in the above task, e.g. *ˈfor.ward*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'for.ward	'first
'third	'hon.est
'board	'break.fast
'bird	'Au.gust



4. Listen and number.

- Get pupils to open their books on Page 72. Tell them the listening purpose: *You are going to hear the children discussing their presents for the teacher on Teachers' Day. Number the pictures in the order you hear.* Point to each picture and get pupils' answers to the information that it indicates. Pre-teach the key vocabulary: *bunch of flowers, agree, paints, brushes.* Write the words on the board and get pupils to repeat each item a few times.

Notes:

Picture a: *a child drawing a picture;*

Picture b: *a bunch of flowers and a card;*

Picture c: *a girl singing in front of the class;*

Picture d: *some pupils performing a play on the stage;*

Picture e: *a card for Teachers' Day*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again

Answers: a. 3 b. 4 c. 1 d. 2 e. 5

Tapescripts:

1. *Voice: You are going to hear some pupils discussing the presents and the activity for Teachers' Day in their school.*

Girl: Teachers' Day is coming. What are we going to do?

Boy: Let's have some interesting activities.

Girl: Yeah. I can sing some songs. (Pause)

2. *Boy: OK. Let's perform a play in English.*

Girl: A play? Great idea! But what play?

Boy: How about a play telling the story of Tich Chu?

We did it very well last week.

Girl: OK.

3. *Girl: How about the present for our teacher?*

Boy: Let's give her something special.

Girl: I can draw her picture.

Boy: Well, it takes a lot of time.

4. *Boy: Let's give her a bunch of flowers and a card.*

Girl: OK.

Boy: You'll buy the flowers.

Girl: And you?

5. *Boy: I'll make a special card for her.*

Girl: What do you need to make the card?

Boy: Special paper, paints and paint brushes.

Girl: OK. You take care of that.

5. Fun time

Information Gap

Pupil A Teachers' Day	Pupil B Teachers' Day
India: _____	India: Sep. 5 th
Laos: Oct. 7 th	Laos: _____
The Philippines: _____	The Philippines: Oct. 5 th
Singapore: First Friday of Sep	Singapore: _____
Indonesia: _____	Indonesia: Nov. 25 th
Malaysia: May 16 th	Malaysia: _____
Hong Kong: _____	Hong Kong: Sep. 10 th
Germany: Oct. 5 th	Germany: _____
China: _____	China: Sep. 10 th
Thailand: Jan 16 th	Thailand: _____

- Pupils play in pairs. Each pupil keeps a list of 10 countries and the dates of Teachers' Day. There are 5 dates given on each list. Pupils share the information by asking and answering questions to complete the missing dates on their list. Pupils will report later when they finish the activity. Pupils in a pair should keep their list unseen by their partners.
- Distribute worksheets. Write a list of ten countries on the board with spaces for filling the dates of Teachers' Day. Then do the first example with a pupil. Ask the pupil: *How many countries are there on your paper?* P: *Ten countries.* T: *What countries are they?* P: *(gives names of the countries on his paper.)* T: *What countries have the missing dates of Teachers' Day?* P: *Laos, Singapore, Malaysia, Germany and Thailand.* T: *When is Teachers' Day in India?* P: *It's on September 5th.* Ask the pupil to repeat it and write the date in the space provided on your paper. Then show it to the class. Repeat the step and write the questions on the board. Ask pupils to repeat them a few times. Make sure pupils understand how to play the game and can make questions to ask for the information.
- Set time. Pupils take turns to ask and answer questions about the missing information.
- When time is up, select pupils in a pair to report their work in turns, e.g. S1 (with the A list). *On my list, the missing dates are of India, The Philippines, Indonesia, Hong Kong and China. Teachers' Day in India is on September 5th.* He/She continues until the end of the list. S2 then reports his result in the same way.
- Get pupils to say aloud the name of each country and the date of Teachers' Day in turns.

Summary

In this lesson, pupils have learnt:

- to pronounce the sound of the letters **rd** as in *card* and that of the letters **st** as in *just*; and
- to listen and number the pictures.

Homelink

- Pupils make and decorate a card for Teachers' Day to display in their classroom in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to express and respond to wishes; and
- to read a comprehension text on the celebration of Teachers' Day in a Vietnamese primary school and write a card for Teachers' Day.

Warm-up: Pupils display their homelink work. Then read the poem "To Our Teacher" together.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 73. Get pupils to read the context sentence. Elicit the names of the characters in each picture and the location. Set the context: *The pupils in Miss Hien's class are celebrating Vietnamese Teachers' Day. They have a present for Miss Hien.* Pre-teach: *Happy Teachers' Day.* Write the words on the board and get pupils to repeat it a few times. Read the lines in each picture, stop at times to check pupils' comprehension.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. Tell the groups to take turns to say the lines from the pupils and Miss Hien.



2. Point, ask and answer.

- Draw pupils' attention to the picture under the example and say: *You are going to practise expressing wishes and responding to or replying wishes. Imagine you are the pupils in Miss Hien's class.* Then ask pupils to read the example and get their prompts to complete the speech bubbles. Write the wishing sentence and the response on the board. Get pupils to repeat each sentence a few times. Point to each picture in this section and elicit pupils' answers to identify the present. Then get pupils to repeat the prompts under the pictures. Recall the familiar vocabulary.
- Model the task with the class. Point to Picture a and say: *The class has got a story book for you.* Class: *Thank you.* Repeat the step a few times. Focus on pronunciation and fluency. Call on some open pairs to go through the rest of the pictures.

Notes: Picture a. *story book*; Picture b. *card*; Picture c. *songs*; Picture d. *poems*

- Pair work. Pupils in pairs take turns to point, express and respond to wishes. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using pictures in the Student's Book or real things available. Praise if the pair has a good performance of pronunciation or language usage.



3. Read and do the tasks.

a. Match the words that go together.

b. Read again. Then tick T (True) or F (False).

- Ask pupils to open their Student's Book on Page 74. Get pupils to read the title and look at the picture. Then ask them to guess what they are going to read about. Point to the picture to elicit the location and the names of the characters. Say: *You are going to read a passage and do the tasks that follow. Give pupils a few seconds to look through the tasks. Recall the familiar vocabulary and teach the key words to understand the passage: head teacher, deliver a speech, honour, exciting, memorable.* Use a mixture of English and Vietnamese to get pupils to understand the vocabulary. Write the words on the board and get pupils to repeat each item a few times. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the words that often go together and the information related to sentences in Task b: *Which school celebrated Teachers' Day? Who delivered a speech? Where did the pupils go after the ceremony? What did the pupils do in their classrooms?, etc.*
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Make sure pupils understand the tasks and the language.
- Individual work. Set time. Pupils do the task. For slower pupils, get them to work in pairs. Monitor the activity and offer help as necessary.
- Call on a few pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage.

Answers:

Task a: 1. c 2. d 3. a 4. b

Task b: 1. F 2. F 3. T 4. T



3. Write

- Ask pupils to open the Student's Book on Page 75. Get them to read the task, look at the cards and read the lines on them. Explain the writing purpose: *You are going to write a card for your teacher on Teachers' Day.* Point to the cards and say: *You should read the models and decide what to write.* Read each line on the card, check pupils' comprehension and teach the words: *candle, consume, light, others, inspire, inspirer.* Use either English or Vietnamese to help pupils understand the ideas. Give pupils some more useful expressions: *Happy Teachers' Day. Thank you for teaching me; Have a happy Teachers' Day and best wishes; Happy Teachers' Day. Thank you for giving me the key to my future.*

- Individual work. Set time and ask pupils to write a draft before copying onto a clean sheet of decorated paper for the class display. Monitor the activity and offer help as necessary.
- Call on a few pupils to read their work to the class. Then get pupils to display their work.



5. Fun time

Tune: **I'm a Little Teapot**

Lyrics:

My Dear Teacher

You are my teacher

I love so much!

You're tender

And you're caring.

When I have trouble

With my lessons

You stand by me

To solve problems.

- Ask pupils to open their Student's Book on Page 75. Stick the large-sized sheet of paper with the song written on it on the board. Tell pupils to look at the picture and read the lyrics of the song. Ask them to guess what the song is about. Then say: *You are going to sing a song on the occasion of Teachers' Day.* Point to each part of the picture and elicit pupils' comments on it. Read each line of the lyrics and check pupils' comprehension. Pre-teach the vocabulary: *tender, caring, have trouble, solve, problems.* Get pupils to repeat these words a few times.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Play the recording again for pupils to sing along.
- Group work. Pupils practise singing and doing actions.
- Call on a group of five or six to sing the song and do actions in front of the class. The rest of the class clap to the beat.

Summary

In this lesson, pupils have learnt:

- to express and respond to wishes; and
- to read a comprehension text on the celebration of Teachers' Day in a Vietnamese primary school and write a greetings card for Teachers' Day.

Homelink

- Pupils practise singing the song *My Dear Teacher* at home.

UNIT 10 - How I Learn English

Competences

- Asking and answering questions about one's favourite school subject
- Asking and answering questions about how one learns English

New Language

- **Phonics:** *count how*
- **Vocabulary:** *translator, difficult, count, down, again, downtown, towel, vocabulary, practise, grammar, foreign*
- **Sentence Patterns:** *What subject do you like best?*
 - *Science.*
 - How do you learn to speak English?*
 - *I practise speaking English every day.*

Resources

- Student's Book *Tiếng Anh 5, Unit 10, Pp. 76 - 82*
- Audio and visual aids: Recordings and flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about one's favourite school subject.

Warm-up: Pupils sing the song *My Dear Teacher* from Unit 9.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 76. Tell them to look at the title of the unit and the pictures. Get them to identify the characters in the pictures. Then say: *You are going to hear Tony, Phong, Mai and Mei Mei talking about the subjects they like learning.* Recall the familiar vocabulary and pre-teach the new words: *translator, difficult.* Write the words on the board and get pupils to repeat each of them a few times. Remind pupils that *How about you?* and *What about you?* have the same meaning.
- Make sure that pupils can understand the situation and the language in this section. Read the lines in each picture, pausing at times to check pupils' comprehension. Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat.

- Divide the class into groups. Tell the groups to take turns to say the lines from Tony, Phong, Mai and Mei Mei.



2. Point, ask and answer.

- Draw pupils' attention to the book covers. Point to each cover and ask pupils to say it in English. Then say: *You are going to practise asking and answering questions about the school subject you like best. Imagine these are your favourite subjects.* Have pupils read the example and elicit their prompts to complete the lines in the speech bubbles.
- Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Model the task with the whole class. Point to Picture a and ask: *What subject do you like best? Class: Vietnamese.* Call on a few open pairs to go through the rest of the covers in the same way.

Notes:

Picture a. *Vietnamese;* Picture b. *Art;* Picture c. *Music;*
Picture d. *Mathematics or Maths;* Picture e. *English*

- Pair work. Pupils take turns to point, ask and answer questions about their favourite subjects, using the pictures in this section or real books. Monitor the activity and offer help as necessary.
- Select some pairs to demonstrate this task in front of the class. Praise the pair if the pupils have a good performance of pronunciation or language usage.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 77. Draw their attention to the pictures in each number. Then point to each picture to elicit pupils' responses to the information indicated by the picture. Explain the listening purpose: *Look at the pictures. You are going to hear four dialogues in which children are talking about their favourite school subjects. You should listen and tick the appropriate pictures.* Pre-teach the key listening words: *mathematician, spoken English, pianist.* Use Vietnamese as necessary to help pupils understand the meanings of the words. Write the words on the board and get pupils to repeat each of them a few times. Do the first example with the whole class.

Notes:

1a. *a girl learning English;* 1b. *a Maths textbook;* 1c. *a Music textbook;*
2a. *a boy drawing;* 2b. *a girl singing;* 2c. *a girl at the board solving a Maths problem;*
3a. *an English textbook;* 3b. *a Vietnamese textbook;* 3c. *a Science textbook*
4a. *a girl playing the piano;* 4b. *a teacher writing on the board;*
4c. *two children doing morning exercise*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to select and tick the box.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again for a correct decision.

Answers: 1. a 2. c 3. c 4. a

Tapecripts:

Voice: *You are going to hear some children talking about their favourite school subject.*

1. Boy: *What subject do you like best?*

Girl: *English.*

Boy: *Why do you like it?*

Girl: *Because I want to be a teacher of English. (Pause)*

2. Boy: *How about your favourite subject?*

Girl: *Maths.*

Boy: *Why do you like it?*

Girl: *Because I want to be a mathematician some day. (Pause)*

3. Girl: *Do you like English?*

Boy: *No, I don't.*

Girl: *Why not?*

Boy: *Because I am not good at it.*

Girl: *What subject do you like?*

Boy: *Science.*

Girl: *Why do you like it?*

Boy: *Because I like learning about animals and plants.*

4. Girl: *Your spoken English is good.*

Boy: *Thank you. Do you like English?*

Girl: *No. I like music.*

Boy: *Why?*

Girl: *Because I like playing the piano and to be a pianist. (Pause)*

4. Talk.

- Draw pupils' attention to all the textbook covers on this page. Ask pupils to say the names of the subjects in English and read the guiding questions. Check their comprehension. Then set the context: *You are going to talk about your favourite school subjects and why you like them. Work with a partner, select your favourite school subjects. Then ask and answer questions about them.*
- Model the activity with a pupil to give pupils a clear idea of the task. Call on a pupil and ask:

T: *What subject do you like best?* P: *Music.*
T: *Why do you like it?* P: *Because I want to become a musician.*

Or:
T: *Do you like English?* P: *Yes, I do.*
T: *Why do you like it?* P: *Because I want to become an English translator, etc.*
- Pair work. Pupils take turns to ask and answer questions about their favourite subjects and give the reasons. Pupils can use true facts in their talking.
- Select some pairs to role-play in front of the class. Praise the pair if pupils have a good performance of pronunciation and language usage.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about one's favourite subjects, using the question *What subject do you like best? – (I like) Science;* and
- to listen and tick the pictures.

Homelink

- Pupils prepare a list of their favourite school subjects and the reasons why they like them for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **ou** as in *count* and that of the letters **ow** as in *how*; and
- to listen and complete a chart.

Warm-up: Pupils display their homelink work for their classmates to read. Then they ask and answer questions about the information on the lists, using their learnt language.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 78. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **ou** as in *count* and that of the letters **ow** as in *how*. Get pupils to repeat these words a few times.



2. Listen and read together.

- Draw pupils' attention to the pictures and get them to talk about the information indicated by each picture. Ask pupils to guess what the poems are about. Set the context: *You are going to listen to the dialogues and clap the words: one clap for the words with "ou" pronounced as in "count" and two claps for the words with "ow" pronounced as in "how".* Read the poem, pausing at times to check pupils' comprehension. Teach the key words: *count down, downtown, tower, bought, towel*. Get pupils to repeat each item a few times.
- Model the task. Read Dialogue a, clapping: *count* (1 clap); *down* (2 claps); *how* (2 claps); *aloud* (1 clap); *count* (1 clap). Read Dialogue b, clapping: *downtown* (2 claps); *downtown* (2 claps); *tower* (2 claps); *towel* (2 claps). Read the poems again but let pupils clap the words in focus.
- Play the recording twice: once for pupils to listen all the way through and once for them to clap the words in focus.

Tapescripts:

a. A: *Let's count down.*

B: *How?*

A: *5, 4, 3, 2, 1.*

B: *5, 4, 3, 2, 1.*

A: *Say it aloud again.*

B: *5, 4, 3, 2, 1.*

I can count down now.

b. A: *Did you go downtown yesterday?*

B: *Yes, I did. I went downtown.*

I saw the city tower.

And I bought a big towel.



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 78. Get them to look at the chart and the word box. Check if pupils understand the activity and the meaning of the words in focus. Recall the meaning of the words and pre-teach: *ounce* and *sound*. Get pupils to repeat each word a few times. Do the first example with the class.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words in each column in chorus.

Answers:

count: *about, ounce, shout, sound, aloud*

how: *now, towel, town, tower, down*



4. Listen and complete.

- Tell pupils to open their Student's Book on Page 79. Draw their attention to the chart of character names and the school subjects. Ask pupils to guess what they are going to hear. Then tell them: *You are going to hear Alex, Tony, Linda and Lucy talking about their favourite school subjects. Listen and complete the chart with the subject corresponding to each speaker.*
- Recall the familiar vocabulary (e.g. *Maths, Art, Music, Science*) and teach the new words: *artist, I can see*. Have pupils repeat each item a few times. Then remind them to look at the spelling of the words on the top row as they listen.
- Play the recording twice: once for pupils to listen all the way through and once for them to select the words on the top row to complete the chart.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again for clarification.

Tapescripts:

Voice: *You are going to hear Alex, Tony, Linda and Lucy talking about their favourite school subjects.*

1. Tony: *What subject do you like best, Alex?*

Alex: *I like Maths.*

Tony: *Why do you like it?*

Alex: *Because I want to be an astronaut in the future! (Pause)*

2. Alex: *What about you, Tony? Do you like Maths?*

Tony: *Well, I don't like Maths. I like Science.*

Linda: *Why do you like Science?*

Tony: *Because I like learning about animals and plants. (Pause)*

3. Alex: *What about you, Linda? What's your favourite subject?*

Linda: *Well, I like Art. I want to be a famous artist in the future.*

Alex: *I can see why you like Art. You're good at drawing in our class. (Pause)*

4. Linda: *Thank you, Alex. And how about you, Lucy?*

What's your favourite subject?

Lucy: *I like Music. I want to be a singer.*

Tony: *I'm sure you will. You're very good at singing and dancing! (Pause)*

Answers:

Alex	Maths
Tony	Science
Linda	Art
Lucy	Music

5. Fun time

Do the crossword puzzle.

- Get pupils to open their Student's Book on Page 79. Stick the large-sized sheet of paper with the crossword puzzle on the board. Draw pupils' attention to the crossword puzzle. Explain the context: *You are going to do a crossword puzzle. You should read the prompts provided and guess the words to fill the boxes.* Let pupils read the prompts for a few seconds. Then read each of them and check pupils' comprehension. Ask pupils to spell the words and compare the number of the letters of each word with the number of boxes to fill.

Notes

Down:

1. You learn it to become a musician.
2. You learn it to draw pictures.
3. The first language that British people speak.

Across:

4. You learn it to calculate.
5. The first language that Vietnamese people speak.
6. You learn it to become a scientist.

- Individual work. Pupils read prompts, make guesses and do the crossword. For slower pupils, get them to work in pairs.
- Call on some pupils to go to the board to complete the boxes. Correct the errors and get pupils to say all the words together.

Answers:

Down: 1. Music; 2. Art; 3. English;

Cross: 4. Maths; 5. Vietnamese; 6. Science

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ou** as in *count* and that of **ow** as in the word *how*;
- to listen and complete a chart; and
- to do a crossword puzzle.

Homelink

- Pupils make sentences with the words from the crossword puzzle to display in the classroom in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about how one learns English;
- to read a comprehension text on how someone learns English; and
- to write a description of how one learns English.

Warm-up: Pupils display their homelink writing. Then they read, ask and answer questions about the writing.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 80. Draw pupils' attention to the pictures and read the context sentence. Then elicit the names of the characters and what they are talking about. Set the context: *You are going to hear Tony asking Mai about her way of learning English.* Then read the lines in each picture, pausing at times to check pupils' comprehension. Explain the phrase: *practise + speaking/writing ...* Get pupils to make a few sentences with *practise*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. Tell the groups to take turns to say the lines from Tony and Mai.



2. Point, ask and answer.

- Draw pupils' attention to the example and set the context: *You are going to practise talking about your way of learning English.* Ask pupils to read the example. Then get their prompts to complete the lines in the speech bubbles. Write the question and the answer on the board and get pupils to repeat each sentence a few times. Focus on pronunciation and fluency. Get pupils to repeat each prompt under the picture. Recall the familiar vocabulary and teach the new words: *vocabulary, grammar, pen friend.* Get pupils to repeat each prompt a few times.
- Model the task with the class. Point to Picture a and ask: *How do you learn to speak English?* Class: *I watch cartoons on TV.* Repeat the step a few times. Then call on a few open pairs to go through the rest of the pictures.

Notes:

Picture a. *learn to speak English/watch cartoons on TV;*

Picture b. *learn English vocabulary/ write new words;*

Picture c. *learn English grammar/ practise making sentences;*

Picture d. *learn to write English/write letters to pen friends*

- Pair work. Pupils take turns to point to the pictures and to ask and answer questions about the ways of learning English. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the prompts in the Student's Book or pupils' true facts. Praise the pair if pupils have a good performance of pronunciation or language usage.



3. Read and do the tasks.

1. Tick Yes or No.

2. Find the words that...

- Ask pupils to open their Student's Book on Page 81. Get them to read the title and look at the pictures. Then have them guess what they are going to read about. Point to the pictures to elicit pupils' answers to identify the characters (Nam, Mai), the location and what they are doing. Set the context: *You are going to read a passage on some ways of learning English and do the tasks that follow.* Give pupils a few seconds to read through the tasks.
- Read the passage, pausing at times to check pupils' comprehension. Recall the familiar vocabulary and teach the key words: *maybe, join.* Use a mixture of English and Vietnamese to get pupils to understand the words and phrases. Write the words and phrases on the board and get pupils to repeat each item a few times. Draw pupils' attention to the personal pronouns in focus in Task b and explain their function in a sentence. The comprehension questions should focus on the ideas related to the sentences in Task a such as *Do Mai and Nam learn English in the same way? Do they both like speaking English? Does Mai like chatting with foreign friends? What does Nam watch every day? What will Nam try to improve in the future?*
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Make sure pupils understand the task and the language.

- Individual work. Set time. Pupils do the tasks independently. For slower pupils, get them to work in pairs. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class. In case there is disagreement on any answer, ask pupils to reread the related part in the passage for clarification.

Answers:

Task 1: 1.No 2.No 3.No 4.No 5. Yes

Task 2: I → Nam ; she → Mai
them → new words ; they → Tony, Tom, Linda



4. Write about how you learn English.

- Ask pupils to open their Student's Book on Page 82. Get them to read the guiding questions. Check their comprehension. Say the writing purpose: *You are going to write about your way of learning English.* Point to the questions and say: *You should read the guiding questions and write your own answers.* Do the first example with the class. e.g. *How do you learn to speak English? I practise speaking every day.*
- Individual work. Set time and remind pupils to write a draft before copying it onto a clean sheet of paper to display later. Monitor the activity and offer help when necessary.
- Call on a few pupils to read their work to the class. Then get pupils to display their writing.



5. Fun time

How We Learn English (Charades)

- Draw pupils' attention to the picture in this section and ask them to guess what the children are doing. Recall how to play Charades. Call on a few pupils to do examples. Make sure pupils understand the theme and how to play the game. Prepare strips of paper for pupils to draw and do actions.
- Divide the class into groups. Let the groups discuss which group will be the first to mime and each group selects the leader and the doer. (Refer to Page 21, TB).
- Set time. Pupils play the game, relying on the content of the strips of paper they draw out of a container or assigned by the teacher.
- Call on some pairs to perform the game in front of the class. Praise the pairs if the pupils have a good performance or good guesses.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how one learns English;
- to read a text on ways of learning English and decide on Yes or No statements; and
- to write a description of how one learns English.

Homelink

- Pupils write sentences, describing how they learn English (*speak, listen, read and write*) for the class display in the next lesson.

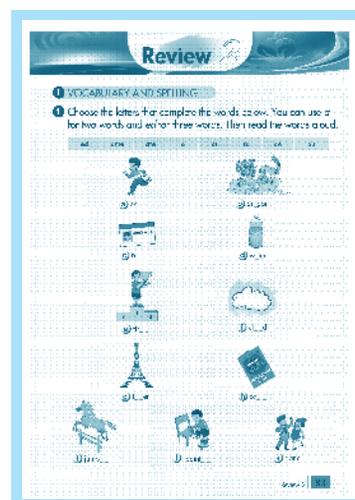
Review 2

Objectives: In this review unit, the teacher will help pupils revise the topics, language competences, sentence patterns, vocabulary and phonics they have learnt from Units 6 – 10. Then pupils will do the tasks related to *vocabulary* and *spelling*, *listening*, *reading* and *writing* to consolidate the language knowledge and skills they have learnt in these units.

Duration: 2 periods

Resources:

- Student's Book *Tiếng Anh 5, Tập Một, Review 2, Pp. 83 – 88*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the teaching points, Book map of Units 6 – 10.



A. SUMMARY

Me and My School

Unit 6. A Visit to the Zoo			
<p>Competences</p> <ul style="list-style-type: none"> • Asking and answering questions about what people did at the zoo • Asking and answering questions about what one saw at an animal show 	<p>Sentence Patterns</p> <ul style="list-style-type: none"> • What did you do at the zoo? – We walked around to see the animals. • What did you see at the animal show? – I saw two tigers jumping through the burning hoops. 	<p>Vocabulary</p> <p>animal show, zoo keeper, giraffe, goose, moose, jungle, correct, burning hoop, horse, trick, snake, seal, mouse</p>	<p>Phonics</p> <p>play^{ed} visit^{ed} watch^{ed}</p>
Unit 7. My Favourite Sports and Games			
<p>Competences</p> <ul style="list-style-type: none"> • Asking and answering questions about one's favourite sports and games • Asking and answering questions about how often one plays a sport or a game 	<p>Sentence Patterns</p> <ul style="list-style-type: none"> • What's your favourite sport? – It's table tennis. • What's your favourite game? It's blind man's bluff. • How often do you play table tennis? – Twice a week. 	<p>Vocabulary</p> <p>blind man's bluff, rollerskating, karate, basketball, shuttlecock sport, table tennis, skate, rollerskate, once, never, sometimes, always, rarely</p>	<p>Phonics</p> <p>game skate</p>
Unit 8. My Favourite Books			
<p>Competences</p> <ul style="list-style-type: none"> • Asking and answering questions about what book one is reading • Asking and answering questions about what a story character is like 	<p>Sentence Patterns</p> <ul style="list-style-type: none"> • What book are you reading? – I'm reading <i>The Legend of Hoan Kiem Lake</i>. • What is <i>Son Goku</i> like? – He's intelligent and brave. 	<p>Vocabulary</p> <p>legend, character, thief (thieves), starfruit, magic lamp, dwarf, dragon, watermelon, main, intelligent, brave, patriotic, clever, brilliant, good-natured, gentle, miserable</p>	<p>Phonics</p> <p>watermelon dragon</p>

Unit 9. Our Teachers' Day

Competences	Sentence Patterns	Vocabulary	Phonics
<ul style="list-style-type: none"> Asking and answering questions about the dates of Teachers' Day in some countries Expressing and responding to wishes 	<ul style="list-style-type: none"> When is Teachers' Day in Malaysia? <ul style="list-style-type: none"> It's on May 16th. These flowers are for you. <ul style="list-style-type: none"> Thank you. 	special, celebrate, honest, forward, wonderful, devoted, bunch of flowers, poem	card just

Unit 10. How I Learn English

Competences	Sentence Patterns	Vocabulary	Phonics
<ul style="list-style-type: none"> Asking and answering questions about one's favourite subject Asking and answering questions about how one learns English 	<ul style="list-style-type: none"> What subject do you like best? <ul style="list-style-type: none"> Science. How do you learn to speak English? <ul style="list-style-type: none"> I practise speaking every day. 	translator, difficult, count down, again, downtown, towel, vocabulary, practise, grammar, foreign	count how

Review 2

Glossary

- Get pupils to look at the book map in their Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 6 to Unit 10.* Draw pupils' attention to the *Sentence Patterns* column and get them to repeat each line in it. Elicit pupils' answers to the purpose of using each exchange (a pair of question and answer/response). Tell pupils to refer to the *Functions* column as necessary.
- Draw pupils' attention to the *Vocabulary* and *Phonics* columns. Get pupils to repeat each word in the *Vocabulary* column and check their comprehension. Then get them to repeat each word in the *Phonics* column. Draw their attention to the underlined letters and their related pronunciation.

B. REVIEW

I. VOCABULARY AND SPELLING

1. Choose the letters that complete the words. You can use *a* for two words and *ed* for three words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 83. Draw their attention to the letters in the letter chart in this section and say: *You are going to complete each word under the picture, using the letters in this chart.* Get pupils to look at each picture in this section and predict the letters to complete the word under it. Elicit and write the word prompted by pupils on the board. Repeat the step with the rest of the pictures. Play the recording or read all the words twice: once for pupils to listen and check with their prompts on the board and once for them to repeat. Pause after each word for pupils to repeat a few times. Make sure pupils understand the language and the task.
- Individual work. Pupils do the task. Monitor the activity and offer help when necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words as necessary.

Answers:

a. skate b. dragon c. name d. water e. first
 f. cloud g. tower h. card i. jumped j. painted k. danced

2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 84. Draw their attention to the pictures in this section. Ask them to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *What did your class do yesterday?* Class: *Our class visited the zoo.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to read the completed sentences to the class. Give your feedback on the answer if there is disagreement on any word.

Answers:

a. *visited* b. *jumped* c. *explored* d. *skated* e. *game*
 f. *Happy* g. *story* h. *post office* i. *card* j. *English*

3. Group the words of the same group.

- Ask pupils to open their Student's Book on Page 85. Get them to look at the chart of the words and their groups. Check if pupils understand the activity and the meaning of the words in focus. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first three examples with the class: one for the animal group; one for the sports and game group; and one for the book group.
- Individual work. Pupils do the task independently. Monitor the activity and offer help when necessary.
- Set time and let pupils do the task independently.
- Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words in each column.

Answers:

Animals	Sports & Games	Books
<i>giraffe</i>	<i>volleyball</i>	<i>Case Closed</i>
<i>kangaroo</i>	<i>karate</i>	<i>Dragon Balls</i>
<i>snake</i>	<i>Bingo</i>	<i>The Legend of Watermelon</i>
<i>lion</i>	<i>Farm Town</i>	<i>Snow White and the Seven Dwarfs</i>
<i>deer</i>	<i>basketball</i>	<i>The Stafruit Tree</i>
	<i>swimming</i>	

II. LISTENING

1. Listen and tick.

- Ask pupils to open their Student's Book on Page 85 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and tick the appropriate pictures.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Point to each picture and elicit pupils' answers to the information that it indicates. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.

Notes:

1. a. 3 monkeys; b. 3 tigers; c. 3 lions
 2. a. 3 bears climbing a tree; b. 3 crocodiles; c. 3 kangaroos
 3. a. a card for birthday; b. a card for Teachers' Day; c. a card for New Year
 4. a. a detective book cover; b. a Doraemon book cover; c. a world's fairy tales book cover
 5. a. a scientist; b. a violinist/musician; c. a doctor
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the box.
 - Replay the recording for pupils to check the answers.
 - Get pupils to correct their answers in pairs. Then ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

Answers: 1. b 2. c 3. b 4. a 5. a

Tapescripts:

1. Boy: *What are your favourite zoo animals?*
Girl: *Tigers.*
Boy: *Why do you like them?*
Girl: *Because they've got beautiful colours: orange and black stripes. (Pause)*
2. Girl: *Did you see the kangaroos at the zoo?*
Boy: *Yes, I did.*
Girl: *How did they look?*
Boy: *They looked like a rabbit but much bigger. They stood and hopped with two legs. (Pause)*
3. Boy: *Next week will be Teachers' Day. What will we do?*
Girl: *We'll have a lot to do. We're going to draw coloured pictures and write poems for the school display.*
Boy: *And we'll make the cards for our teachers too. (Pause)*
4. Boy: *What are your favourite stories?*
Girl: *Detective stories.*
Boy: *Why do you like them?*
Girl: *Because they've got a lot of action.*
They are also exciting and thrilling. (Pause)

5. *Girl: What's your favourite school subject?*
Boy: Science.
Girl: Why do you like it?
Boy: Because I want to become a scientist like my dad. (Pause)

2. Listen and number.

- Ask pupils to open their Student's Book on Page 86. Elicit pupils' answers to the information indicated by the pictures. Then ask them to guess what they are going to hear. Explain the listening purpose: *You are going to listen to a dialogue between a boy and a girl. Listen and number the pictures in the order of the events you hear.* Recall the key words to understand the text: *menu, waiter, not good enough, instead, I've got it.* Write the vocabulary on the board for pupils to repeat each item a few times. Remind pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures.

Notes:

Picture a: *a man reading a menu and thinking about chicken;*

Picture b: *the same man with the words "Can I have a..." in the speech bubble;*

Picture c: *a boy and a girl talking about the book in his hand;*

Picture d: *the girl saying "Got it";*

Picture e: *the book with the title "Kitchen or Chicken?"*

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Answers a. 3 b. 4 c. 1 d. 5 e. 2

Tapescripts

- | | |
|---|---|
| <p>1. <i>Voice: You are going to hear two children talking about a funny story.</i>
 <i>Girl: What are you reading?</i>
 <i>Boy: I'm reading a book.</i>
 <i>Girl: What book is it?</i>
 <i>Boy: A book of funny stories. (Pause)</i></p> | <p>2. <i>Girl: What's the title of the book?</i>
 <i>Boy: It's "Kitchen or Chicken".</i>
 <i>Girl: Oh, I don't know it. Is it interesting?</i>
 <i>Boy: Yes, it is. (Pause)</i></p> |
| <p>3. <i>Girl: Why "Kitchen or Chicken"?</i>
 <i>Boy: Ah, it's one of the stories in the book.</i>
 <i>Girl: What is the story about?</i>
 <i>Boy: Well, a Vietnamese man went into a restaurant. He read the menu and wanted to eat chicken. He called the waiter... (Pause)</i></p> | <p>4. <i>Girl: Well, there's nothing fun.</i>
 <i>Boy: But the man's English is not good enough. So he said "Can I have a kitchen?" instead of "Can I have a chicken?" (Pause)</i></p> |
| <p>5. <i>Girl: Ha, ha, ha! I've got it.</i>
 <i>Boy: Is it funny?</i>
 <i>Girl: Yes, it is.</i>
 <i>Boy: So be careful when you say in English. (Pause)</i></p> | |

III. READING AND WRITING

1. Draw a line to match each question to the answer.

- Ask pupils to open their Student's Book on Page 86. Set the context: *You are going to review the sentence patterns from Unit 6 to Unit 10 by matching each question in the first column to the appropriate answer in the second column.* Get pupils to read the sentences in a few minutes. Then do the first example with pupils to make sure they understand the task.
- Individual work. Set time. Pupils do the task in silence. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to read the related sentence in their books again. Reflect and explain the reason to come to the result.
- Get pupils to repeat all the exchanges (pairs of question and answer).

Answers: 1. e 2. d 3. a 4. g 5. b 6. c 7. f

2. Read and do the tasks.

Tasks: a & b

- Ask pupils to open their Student's Book on Page 87 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Let pupils read the title and look at the picture for a few seconds. Then elicit their answers: *What is the passage about?* Pre-teach the meaning of the key words: *bone, narrow, bridge, drop, decide, shore, sadly.* Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of "he" referring to the dog (personalized).
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Draw pupils' attention to the information related to the sentences in Task a and Task b.
- Individual work. Set time. Pupils read the passage and do the tasks.
- Get pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the related part again and give feedback on the answer.

Answers:

a. 1.F 2.T 3.F 4.T

b. 1. From the market.

2. He saw another dog carrying a much bigger bone.

3. He wanted to get the bigger bone.

IV. SPEAKING

1. The following pictures describe a trip to the zoo. With a partner, ask and answer questions about what happens in each picture.

- Ask pupils to open their Student's Book on Page 88. Set the context: *You are going to talk about what happens in each of the pictures describing a trip to the zoo. Look at each picture and say what you see.* Get pupils to look at each picture and elicit their answer, using the guiding questions.

Notes:

Picture 1: *The children are getting on a bus. It's 9:00;*

Picture 2: *The children are arriving at the zoo. It's 10:00;*

Picture 3: *The children are at the elephant enclosure. It's 10:20;*

Picture 4: *The children are at the monkey enclosure. It's 11:00;*

Picture 5: *The children are at the animal show. It's 11:30;*

Picture 6: *The children are having their picnic lunch. It's 12:30.*

- Pair work. Pupils take turns to ask and answer questions about each picture. Monitor the activity and offer help when necessary.
- Call on some pairs of pupils to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation or language usage.
- Point to the pictures in turn and get pupils to repeat each line: *The children are getting on the bus at 9:00. They arrive at the zoo at 10:00. They are seeing the elephants at 10:20. They are seeing the monkeys at 11:00. They are watching an animal show at 11:30. And they are having a picnic lunch at 12:30.*

2. Find and talk about the four differences between the two pictures.

- Ask pupils to open their Student's Books on Page 88 and stick the large sheet of paper with the pictures of this section on the board. Say: *You are going to say the differences between the two pictures. Now, look at each picture. Observe the details in it and say the differences.* Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the spots in turn and say, e.g. *In Picture A there are 4 elephants playing football. In Picture B there are 4 elephants walking on two legs.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.

Notes:

1. *In Picture A there are 4 elephants playing football. In Picture B there are 4 elephants walking on 2 legs.*
 2. *In Picture A there are 2 dancing bears. In Picture B there are 2 cycling bears.*
 3. *In Picture A there are 3 tigers. In Picture B there are 3 lions.*
 4. *In Picture A there is a seal playing with a beach ball. In Picture B there is a dancing cobra.*
- Pair work. Pupils take turns to point to the pictures and say the differences. Monitor the activity.
 - Call on a few pupils to report the differences.

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