

HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN



TIẾNG ANH 6

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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Pearson

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INTRODUCTION

TIẾNG ANH 6 is the first of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in December 2018, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

THE COMPONENTS OF THE TEXTBOOK

TIẾNG ANH 6 consists of two student's books, a teacher's book, two workbooks and two CDs.

THE STUDENT'S BOOK

The student's book contains:

- Book map: outlines the contents of each unit.
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons.
- four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods.
- Glossary: giving meanings and phonetic transcriptions of the new words in each unit.

THE TEACHER'S BOOK

The teacher's book gives full procedural notes for teaching every part of each unit. The keys and audio scripts of the exercises in the student's book are also given in the teacher's book.

THE WORKBOOK

The workbook mirrors and reinforces the content of the student's book. It offers:

- further practice for the language and skills taught in class
- four additional tests for students' self-assessment

THE CD

The CD includes the audio of all listening exercises and dialogues.

THE COMPONENTS OF EACH UNIT

There are 12 main units in the student's book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students engaging lessons and a joyful learning experience. At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section covers two pages of each unit, and it is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and *2* are each designed to be taught in one 45-minute period.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, sentence stress, and intonation in simple sentences are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in **Getting Started**. The exercises are well illustrated to help students remember and use the grammar items effectively. The **Remember!** boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

A Closer Look 1 and *2* cover three pages and mainly give language focus and some practice of reading and listening.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives, and provides cultural information about Viet Nam and other countries.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions to provide students with giving and responding to language functions such as introducing someone, making suggestions, asking for and giving directions, expressing surprise, giving warnings, etc.

SECTION 5: SKILLS 1

Skills 1 and *Skills 2*, each covers one page, and are each designed to be taught in one 45-minute period. *Skills 1* comprises reading (receptive skill) and speaking (productive skill).

Reading

This activity aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. The reading is always interesting and relevant to students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in follow-up activities.

The reading also provides input for the speaking that follows.

Speaking

This activity aims to provide further practice to support students in their spoken English. The activity uses the given suggestion, introduced items in the **Reading** section in combination with the previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening activity follows the oral practice in the **Speaking** section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development. There is a writing tip or a guideline which helps students write effectively. Upon successful completion of the writing activity, students would produce a complete piece of writing. Ideally the teacher, class or groups of students will mark the complete writing texts.

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one period.

Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.

Project helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic. Teachers can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 6**.

- The reading activities in **Tiếng Anh 6** aim to help students develop sub-skills such as reading for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an implicit opportunity for them to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, teachers should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 6**: spoken interaction and spoken production. The former refers to the ability to ask and answer questions and handle exchanges with others. The latter refers to students' ability to produce language appropriately and correctly.

Speaking activities should include:

- **Pronunciation**: helps students practise the stress, rhythm and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with examples of correct pronunciation.
- **Repetition**: helps students memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a

part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise in a non-threatening environment through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions such as *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think / guess, and Perhaps*, etc. are important language tasks for students to practise daily.

- *Pair work / group work and class presentations*: help students talk freely in a language situation related to the topic of the unit. They also make students feel secure and boost their confidence in speaking.

Error correction should be done cautiously by teachers. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonations of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear – using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, content, and intonations of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce to them the new vocabulary which occurs in the listening text.

The listening activity aims to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (such as websites, emails, postcards, descriptions) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing and after writing*.

- *Before writing*: helps students understand why they are going to write and provides them with the language input to express their ideas in English.
- *While writing*: helps students work independently under the teacher's guidance and supervision.
- *After writing*: helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper. Students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes and chants. With the knowledge of phonics learnt in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on the letter(s) and its / their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation, it is advisable that the teacher should engage students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Letter / sound focus and repetition
- Line by line repetition and clapping

- Focus on syllables
- Marking, comparing and practising
- Pair / group practice, performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities repeatedly.

The aim of teaching vocabulary is to help students recognise, practise and memorise the new words. These can be done by using visual aids; by allowing students to listen and repeat the words; by explaining their meanings, using definitions, pictures, flashcards, and translation if necessary; and finally, by getting students to practise using the words with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 6 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, reading texts, chants, rhymes, stories and songs they learnt in primary schools.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used are:

- focusing students' attention on the new grammatical patterns in the texts.
- providing models for students to practise the new grammatical items in spoken and written activities, using the cued pictures or prompts in their books.
- reinforcing the new grammatical items with a variety of spoken and written activities.

8. PAIR WORK / GROUP WORK

Using pair work and group work, teachers can give students the opportunity to practise what they have been exposed to meaningfully, increase students' talking time, and encourage their independence.

The following are some suggestions about how to set up pair work and group work:

- Be sure to fully explain the procedure before splitting the class up.
- Ask students to tell teachers what they have to do before they do it to check their understanding.
- Set a clear time limit.
- Provide and promote students' interaction in order to help them succeed.
- Encourage students to develop an awareness of their own language abilities and learning needs.
- Control who works with whom so students aren't always being dominated or dominating others.

Remember that the teacher has to find different ways to minimise the problems likely to occur during pair work or group work such as noise, mistakes and discipline problems, including switching to Vietnamese.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own to suit their students and real teaching contexts.

Unit **1** MY NEW SCHOOL

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *My New School*;
- use the combinations: *to play, to do, to have, to study* + Noun;
- pronounce the sounds /a:/ and /ʌ/ correctly;
- use the present simple;
- use the adverbs of frequency;
- introduce someone to someone else;
- read for general and specific information about schools;
- talk about the type of school one would like to go to;
- listen for specific information about school activities;
- write a paragraph about one's school.

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and active atmosphere in the class before the lesson;
- To give T and Ss a chance to introduce themselves;
- To lead into the unit.

As it is the first lesson of the school year, T should introduce himself / herself, and introduce the new school to Ss first. It is very important that T create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and the new class. Then have Ss introduce themselves. T may also introduce some warm-up activities.

Lead to the first unit of the school year. Write the unit title *My New School* on the board. Ask Ss to guess what they are going to learn in this unit. After Ss answer, ask them to open their books to page 6. Draw their attention to the box and introduce what they are going to learn in this unit.



GETTING STARTED

A SPECIAL DAY

ACTIVITY 1

Aims:

- To set the context for the introductory;
 - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
-
- Set the context for the listening and reading. Introduce Vy and Phong: they are friends, and Duy is Vy's new friend.
 - Have Ss look at the picture. Ask Ss questions about the picture. E.g. *Where are they? Who are Vy and Duy?* etc. Ask Ss why it is a special day.
 - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about their feelings on the day.
 - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
 - Call on some groups of Ss to read the conversation aloud.
 - Ask Ss what exactly Vy, Phong and Duy are talking about. Now confirm the correct answer. (*Vy introduces her new friend, Duy. Then they talk about their new school and their first day at school, etc.*)
 - Have Ss say the words in the text that they think are related to the topic *My New School*. Quickly write the words on one part of the board. Comment on Ss' answers.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Play the recording once more for Ss to understand the conversation better.
- Explain the strategies of doing True – False exercise to Ss: Read each statement carefully, identify and underline the key words in the statement, locate the key words or similar words in the text, and then evaluate if they are the same, or the opposites of the information in the given statements. If the information is the same, it's True (T). If it is opposite or different, it's False (F).
- Ss work independently. Tell them to refer back to the conversation if necessary. Allow them to share their answers before discussing them in groups or as a class. T gives the correct answers.

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

ACTIVITY 3

Aims:

- To introduce some vocabulary related to the topic of the unit;
 - To introduce the grammar point of this unit: the present simple.
- T may instruct Ss how to do the exercise: Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun *uniforms* to fill the blank. Model with the first sentence.
- Ask Ss to work independently to fill each blank with the right word.
- Allow Ss to share answers before discussing them as a class. Write the correct answers on the board.
- T explains the meaning of some words if necessary. Ss practise saying the sentences together.
- T then asks Ss to identify the tense used in these sentences. Tell them that it is the present simple tense, and they are going to learn it in this unit.

Key: 1. wear	2. has	3. go
4. uniforms	5. subjects	

ACTIVITY 4

Aim: To help Ss revise some words and learn some more words indicating school things.

Ask Ss to match the words with the school things. Play the recording for Ss to listen and check their matching. Ss listen again and repeat. Then let them practise saying the names of school things. Explain the meanings if necessary, e.g. use visual aids in the classroom.

Key + Audio script: 1. school bag	2. compass	3. pencil sharpener
4. rubber	5. pencil case	6. calculator

ACTIVITY 5

Aim: To revise / teach the names of the things in the classroom.

Tell Ss to look around the class. Point to each student and ask what he / she sees / has around him / her (e.g. *table, desks, notice board, pictures, etc.*). Then let them practise the words, write them in their notebooks and make sentences with the words if there is time.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and /ʌ/ in the conversation and tells Ss that they will learn these language points in the upcoming lessons.



A CLOSER LOOK 1

Vocabulary

ACTIVITY 1

Aim: To revise / introduce the names of school subjects, and some nouns related to school and school activities.

Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.

Note: Don't teach the words in this activity yet.

Audio script:

school lunch	exercise
English	science
history	football
homework	lessons
	music

ACTIVITY 2

Aim: To teach Ss how to combine a verb and a noun to talk about school activities.

- Explain to Ss that in English some verbs and nouns go together and some don't.
- Let Ss work in pairs. Tell them to put the words in 1 into groups. Then check their answers. Explain to them which words go with each verb.

Key:

play	do	have	study
football	homework	school lunch	English
music	exercise	lessons	history
			science

- T encourages Ss to extend their vocabulary by adding as many words as possible to the groups. (E.g. *play sports, do the housework, have a rest, study new words*, etc.)

ACTIVITY 3

Aim: To revise the words that Ss have learnt in context.

- Ask Ss to work independently or in pairs. Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.
- Check the answers as a class. T may call on some Ss to read the sentences aloud.

Key:

1. homework	2. football	3. lessons
4. exercise	5. science	

Extension:

If time allows, ask Ss to write sentences about themselves in their notebooks, using the combinations in **2**. They should write as many sentences as possible. E.g. *I / We have English lessons on Tuesday and Thursday.*

Pronunciation

/ɑ:/ and /ʌ/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /ɑ:/ and /ʌ/ and practise pronouncing these sounds in words correctly.

Let Ss practise the sounds /ɑ:/ and /ʌ/ together. Ask Ss to observe the T's mouth when pronouncing two sounds. Play the recording and ask Ss to listen to these words and repeat. Play the recording as many times as necessary.

Audio script:

- | | | | |
|-----------------|-------|--------|---------|
| 1. /ɑ:/: smart | art | carton | class |
| 2. /ʌ/: subject | study | Monday | compass |

ACTIVITY 5

Aim: To help Ss pronounce the sounds /ɑ:/ and /ʌ/ correctly in context.

- Have Ss quickly read the sentences and underline the words having the sounds /ɑ:/ and /ʌ/. Now play the recording for Ss to listen and check the words that they have underlined.
- Have them work in pairs to compare their answers. Check Ss' answers.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.

Key + Audio script:

1. My brother has a new compass.
2. Our classroom is large.
3. They look smart on their first day at school.
4. The art lesson starts at nine o'clock.
5. He goes out to have lunch every Sunday.

WRAP-UP

Ask Ss to summarise what they have learnt in this period.



A CLOSER LOOK 2

Grammar

The present simple

- Cut and paste the following lines from the conversation in **GETTING STARTED** on the slide / on the board. Show them to Ss:

Duy: Hi, Phong. I live near here, and we go to the same school!

Phong: Good. Hmm, your school bag looks heavy.

Duy: Yes! I have new books, and we have new subjects to study.

Phong: And a new uniform, Duy! You look smart!

Duy: Thanks, Phong. We always look smart in our uniforms.

- Highlight / Underline the present simple structures in these lines.
- Ask Ss to look at the sentences in the **Remember!** box. Remember to introduce all the positive, negative and question forms of the tense. Explain to Ss that we use the present simple to talk about actions or events that often happen, or are fixed.
- Have Ss give some examples. T may give them some verbs to make sentences (e.g. *live, like, play, walk*, etc.).

The present simple

Positive

- I / You / We / They + V (work / study)
- He / She / It + V-s / V-es (works / studies)

Negative

- I / You / We / They + don't / do not + V (don't / do not work / study)
- He / She / It + doesn't / does not + V (doesn't / does not work / study)

Questions and short answers

- Do I / you / we / they + V (work / study)?
Yes, I / you / we / they do.
No, I / you / we / they don't.
- Does he / she / it + V (work / study)?
Yes, he / she / it does.
No, he / she / it doesn't.

ACTIVITY 1

Aim: To give Ss practice in using the present simple tense in sentences.

- Have Ss do this exercise individually before they share their answers with their partners. Ask some Ss to read out their answers. Confirm the correct ones. T gives explanations if necessary.

Key: 1. A

2. C

3. B

4. A

5. C

- Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular.

ACTIVITY 2

Aim: To help Ss practise using verbs in the present simple in sentences and in context.

- Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. Then Ss share their answers with a partner. T confirms the correct answers.
- If there is time, let Ss work in pairs to role-play the interview. Observe and help when and where necessary, and correct Ss' pronunciation and intonation.

Key:

- | | | |
|-----------------|----------------|---------|
| 1. has | 2. Do you have | 3. like |
| 4. Does Vy walk | 5. ride | 6. go |

Adverbs of Frequency

Tell Ss to look at the two examples carefully. Then ask them about the position of the adverbs of frequency, and the meaning of those. Tell them to recall all the adverbs of frequency they know.

ACTIVITY 3

Aim: To help Ss revise some adverbs of frequency they already learnt.

- This is a very easy activity, so just ask Ss to give the answers as a class. T confirms the answers.

Key: 2. usually 3. sometimes 5. never

- Then encourage Ss to give as many sentences with these adverbs as possible.

ACTIVITY 4

Aim: To help Ss practise using adverbs of frequency in context.

Let Ss work in pairs. Then call on some Ss to read aloud the sentences and give their answers. Check and confirm the correct answers.

Key: 1. B 2. A 3. A 4. B 5. A

ACTIVITY 5

Aim: To help Ss practise asking and answering questions about the topic of school, using the present simple tense and adverbs of frequency.

- Put Ss in pairs. Have them take turns to ask questions and give answers. T goes round and corrects mistakes or gives help when and where necessary.

Key:

1. Do you often ride your bicycle to school?
2. Do you sometimes study in the school library?
3. Do you like your new school?
4. Do your friends always go to school with you?
5. Do you usually do your homework after school?

- Note that Ss' answers may vary. Accept all answers which are grammatically and logically correct.

WRAP-UP

Summarise the main points. Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.

E.g.

Student A: I usually get up late on Sunday.

Student B:

COMMUNICATION

This section aims at helping Ss use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

Everyday English

Introducing someone

ACTIVITIES 1 + 2

Aim: To teach Ss how to introduce someone to someone else in English.

1 Play the recording and let Ss listen. Then ask some Ss to read aloud the dialogue. Tell the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction. Have Ss practise the dialogue in groups. Call on some groups to practise the dialogue in front of the class. T may also begin by brainstorming ways of introducing someone that they know.

Audio script:

Vy: Phong, this is Duy, my new friend.

Phong: Hi, Duy. Nice to meet you.

Duy: Hi, Phong. Nice to meet you, too.

2 Let Ss work in groups and practise introducing a friend to the others. Move around to observe and provide help. Call on some groups to practise in front of the class. Comment on their performance.

New friends at school

ACTIVITY 3

Aim: To help Ss practise asking questions when making new friends at school.

- This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language.
- First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.
- T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.
- Ask Ss to read and tick the questions individually. Then let them discuss the questions in groups. T may ask them to explain their answers.

Suggested answer:

1. Are you from around here?
2. Do you like music?
4. What is your favourite subject at school?
6. Do you play football?
7. How do you go to school every day?

- Allow Ss time to write one or two more questions on a piece of paper and share them with the class or group.

ACTIVITY 4

Aims:

- To help Ss practise asking and answering questions about friends;
- To help Ss revise *yes / no* questions with the present simple.
- First, ask Ss to give qualities of a good friend at school (adjectives). Encourage them to give as many words as possible. (E.g. *friendly, generous, helpful, cheerful*, etc.)
- Ask Ss to answer the questions individually.

ACTIVITY 5

Aim: To help Ss ask and answer questions about friends, and practise making a presentation.

Divide the class into groups of 4 or 5. Ss take turns to interview the other members, using the questions in **4**. Encourage Ss to give nice sentences about friendship (e.g. *Friends are forever*.) Choose some Ss to give a presentation to the class about their good friends (and why they are good friends).

WRAP-UP

Have Ss tell what they have learnt (how to introduce a new friend, what questions to ask when making new friends, etc.)



SKILLS 1

Reading

Ask the class to look at the three pictures first. Encourage Ss to give their ideas (as many sentences as possible). E.g. *In Picture 2, I can see many students in the school yard...*

ACTIVITY 1

Aims:

- To get Ss acquainted with a reading skill;
- To help Ss understand and activate their knowledge of the topic.

- Tell Ss to read the three passages quickly and check their ideas. Set a strict time limit to ensure Ss read quickly.
- Tell Ss a tip: read the first sentence of each paragraph. This sentence often gives you the topic of that paragraph:

Para 1: *Sunrise*: a boarding school in Sydney;

Para 2: *An Son*: a lower secondary school in Bac Giang;

Para 3: *Dream*: an international school.

Key: 1. C

2. A

3. B

ACTIVITY 2

Aim: To help Ss develop their reading skill for specific information (scanning).

Ask Ss to read the passages again, then find the words and phrases to complete the sentences. Help them to give the meaning of the words, or explanations, or examples, or the Vietnamese equivalent. Tell them to pay attention to the context of the words. Ask them to note where they found the information that helped them complete the sentences. Check and confirm the correct answers.

Key:

1. boarding
2. Sydney
3. mountains and green fields
4. Dream School
5. English-speaking teachers

ACTIVITY 3

Aim: To help Ss further develop their reading skill for specific information (scanning).

- Have Ss read the passages in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions).
- Set a longer time limit for them to find the answers to the questions. Ss can compare the answers with their partners before discussing them as a class.

Key:

1. Sunrise (is).
2. (It is) in Bac Giang.
3. Yes, there is.
4. They join many interesting clubs.

- Allow Ss to read the three passages in chorus once. Then call some individuals to read aloud to the class. Check their pronunciation and intonation.

Speaking

ACTIVITY 4

Aims:

- To help Ss prepare ideas for the speaking activity;
 - To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons.
-
- Ask Ss to refer back to the passages in **1**. Ask them to give some background of the three schools: Sunrise School, An Son School, and Dream School.
 - Allow Ss time to answer the questions: *Which school (among the three above) would you like to go to? Why?*
 - Ask Ss to complete the table in their notebooks. Then arrange Ss in pairs. Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar. Discuss any common errors and provide further practice if necessary.

WRAP-UP

Have Ss summarise what they have learnt with the two skills. If there is time, and for more able Ss T can instruct them to draw a mind map to summarise the main points of the lesson.



SKILLS 2

Listening

Before starting the listening lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe a school they would like to go to.

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Ask Ss the questions: *Who's Janet? What's the name of her school?*
- Have Ss look at the key words before they answer the questions (e.g. *Janet, student, Palmer School, America*).
- Then have Ss work in pairs and guess the answers to the two questions. Encourage them to speak English and feel free to make guesses.
- Play the recording. Let Ss listen once and check their guesses.

ACTIVITY 2

Aim: To help develop Ss' skill of listening for specific information.

- Have Ss look at the sentences. Tell them how to do it. Give them some strategies to do the exercise. (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).

- Play the recording twice and allow Ss to choose the correct answers as they listen. Ss can share their answers before listening to the recording a final time to check.

Key: 1. A 2. B 3. B 4. A 5. A

Audio script:

Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.

Writing

ACTIVITY 3

Aim: To help Ss prepare ideas for their writing in 4.

- Let Ss work individually. Guide them to write the answers to these questions in full sentences. Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation.
- Allow Ss to refer back to the reading for useful language.

ACTIVITY 4

Aim: To help Ss practise writing a paragraph about their school.

- Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3. Tell Ss that they can add their own ideas. Ask them to pay attention to punctuation, structures, word choice, linking words, etc.
- Ask one or two Ss to write their paragraph on the board. Other Ss and T comment on the writing. Then T collects some Ss' paragraphs to correct at home.

Sample paragraph:

My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school.



LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help you and your Ss see how far they have progressed, and which areas need further practice.

The answers to the questions in **Looking Back** match the *Now I can...* self-assessment statements at the end. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

Have Ss do this activity individually then compare their answers with their partners. Tell Ss to write the words in their notebooks. Ask some Ss to write the answers on the board. Check and correct the mistakes. Have Ss say the words. Check their pronunciation.

Key:

- | | | |
|------------|---------------------|-------------|
| 1. uniform | 2. pencil sharpener | 3. notebook |
| 4. compass | 5. calculator | 6. ruler |

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt.

Have Ss do this activity by themselves and write their answers in their notebooks. Call on one or two Ss to write their answers on the board, then check their answers as a class.

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

Grammar

ACTIVITIES 3 + 4

Aim: To help Ss revise the present simple tense.

For these two exercises, ask Ss to do them individually first. Then they can check their answers with their partners before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now I can...* statement.

Key:

3

- | | | | | |
|----------|----------|----------|-------|------------|
| 1. comes | 2. don't | 3. walks | 4. do | 5. teaches |
|----------|----------|----------|-------|------------|

4

- | | | | | |
|-------|--------|----------|----------|----------|
| 1. is | 2. has | 3. walks | 4. study | 5. likes |
|-------|--------|----------|----------|----------|

ACTIVITY 5

Aim: To help Ss revise the position of adverbs of frequency in sentences.

- Ask Ss to read the sentences by themselves carefully, then recall the position of adverbs of frequency in sentences (before the main verb). Have them write down the sentences with the adverbs of frequency in their notebooks.
- Call on some Ss to read the sentences aloud. T checks their answers. Correct their pronunciation.

Key:

1. I always remember to do my homework.
2. Nick usually gets good marks in exams.
3. We do not often see a rabbit in town.
4. I rarely read in bed at night.
5. Do you sometimes sing in the shower?

- Ask Ss what they have learnt so far. Have them recall the important elements:
 - Words / phrases and combinations related to school;
 - Sounds /a:/ and /ʌ/;
 - The present simple;
 - Adverbs of frequency.

**PROJECT**

- The section aims at introducing to Ss a new way of learning and practising the language and knowledge they have gained to do a project inside or outside the classroom. This also prepares Ss to learn to work in the teams effectively.
- Ask Ss to collect or draw pictures of different types of school at home and then bring them to class. Show the class some more examples of different types of schools if possible.
- Divide the class into groups of 5 or 6. Have them discuss their dream schools, using the questions given, pictures and their imagination. Each group then presents their dream school in front of the class. They can illustrate it with pictures or posters. T and other Ss ask questions and make comments.
- Ss can complete the project as homework if you are short of time.

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.

Unit **2** MY HOUSE

Objectives:

By the end of this unit, students will be able to:

- use the words for types of house, rooms and furniture;
- pronounce the final sounds /s/ and /z/ correctly;
- use possessive case to describe possession;
- use prepositions of place to describe where people or things are;
- give suggestions;
- read for specific information about rooms and furniture;
- describe houses, rooms and furniture;
- listen for specific information about someone's house;
- write an email to a friend describing a house.

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 1*. For example, T can organise *Alphabet race* (read page 37 for the steps to play the game) or *Slap the board*.

Lead to the new unit. Write the unit title *My house* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 16. Draw their attention to the box and introduce what they are going to learn in this unit.



GETTING STARTED

A LOOK INSIDE

ACTIVITY 1

Aims:

- To set the context for the introductory text;
- To introduce the topic of the unit.

- Set the context for the listening and reading. Introduce Mi and Nick: they are pen friends. Have Ss look at the pictures and answer some questions, e.g. *What are Nick and Mi doing? What might they talk about?* Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about the place where they live.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of Ss to read the dialogue aloud.
- Ask Ss what exactly Mi and Nick are talking about. Now confirm the correct answer. (*They are talking about their houses. Mi shares that her family is moving to a new flat and she briefly describes her new flat.*)
- Have Ss say the words in the text that they think are related to the topic *My house*. Quickly write the words on one part of the board. Comment on Ss' answers.

ACTIVITY 2

Aim: To help Ss understand the text.

First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers. Have Ss highlight the sentences that have the answers. Invite some Ss to give answers and their evidence. Confirm the correct answers.

Key:

1. parents	✓
2. sister	
3. brother	✓
4. aunt	✓
5. cousin	✓

ACTIVITY 3

Aim: To help Ss further understand the text.

- Ask Ss to work independently to fill each blank with the word from the conversation. T may instruct them how to do the exercise: (1) read the sentence and identify the kind of information to fill the blank, e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill

the blank; (2) read the conversation and locate the place to find the word to fill the blank, e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1. Model with the first sentence.

- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

Key: 1. sister

2. TV

3. town

4. country

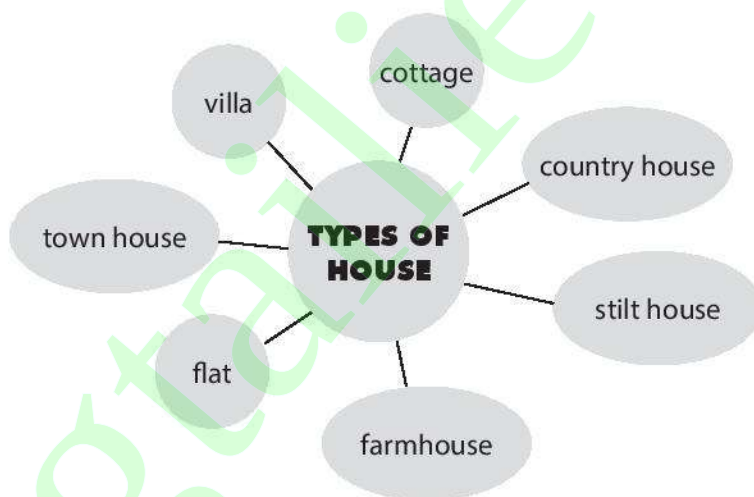
5. three

ACTIVITY 4

Aim: To develop Ss' knowledge of the vocabulary about types of house.

- Ask Ss to work in pairs to complete the word web about types of house. Tell them that they should read the text again to get the words and use the words they know.
- Ask them to draw the word web in their notebooks and do the task in five minutes.
- Have pairs exchange their word webs.
- Invite two pairs with the most number of words to draw their word webs on the board. Other pairs look, comment and add any words they know. Introduce some other types of house if needed.
- This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible. The group with the most answers wins.

Suggested answer:



ACTIVITY 5

Aim: To help Ss practise asking and answering about where they live.

- Have Ss work in groups to take turns to ask and answer about where they live. Model with one student to make sure Ss know how to ask and answer. Ask one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class. Give examples of how to report the finding (e.g. *In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.*).

- Move around to observe and offer help when needed.
- Invite some Ss to ask and answer in front of the whole class. Ask the group secretaries to report their findings.

WRAP-UP

Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words they remember from the lesson. If there is a projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the possessive case, prepositions of place and the words with the final sounds /s/ and /z/ and tells Ss that they will learn these language points in the following lessons.

A CLOSER LOOK 1

Vocabulary

Rooms and furniture

ACTIVITY 1

Aim: To revise / teach the names of the rooms in the house.

- Ask Ss to say the names of the rooms in a house they know.
- Have Ss quickly look at the rooms and name them. T can explain the meaning of *hall* (hall = a space or passage inside the entrance or front door of a building / house). Check the answers.

Key: b. living room c. bedroom d. bathroom e. kitchen

ACTIVITY 2

Aim: To revise / teach the names of furniture pieces.

- Ask Ss to work in pairs to do this activity.
- Write the names of the rooms on the board in different places. Call on Ss from different pairs to go to the board and write the names of the furniture under these rooms. Remind Ss that one piece of furniture can belong to more than one room.
- Ask other Ss to comment. Ask Ss if they can add more things to each room.

Key:

Bedroom: lamp, chest of drawers, picture

Living room: lamp, picture, sofa

Hall: picture

Kitchen: cupboard, dishwasher, sink, fridge

Bathroom: toilet, shower, sink

- This activity can also be organised as a competitive game. The first pair to finish the activity wins and goes to the board to write their answers.

ACTIVITY 3

Aim: To help Ss practise asking and answering about the furniture in a room.

Model this activity with a student. Ask Ss to work in pairs. One student thinks of a room in his / her house; the other asks questions to guess the room. Call on some pairs to practise in front of the class. Comment on their performance.

Pronunciation

Final sounds: /s/ and /z/

ACTIVITY 4

Aims:

- To help Ss identify how to pronounce the final sounds /s/ and /z/;
 - To help Ss practise pronouncing these sounds in words.
- Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary.
- Have Ss comment on the way to pronounce s at the end of the words. Quickly explain the rules.

/s/	/z/
Final s is pronounced /s/ after voiceless sounds (/t/, /p/, /k/, /f/, /θ/).	Final s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /l/, etc.) and any vowel sounds.
E.g. cats, lamps, books, months	E.g. beds, dogs, cans, rooms, videos, cookers, bees

Audio script:

lamps sinks flats toilets cupboards sofas kitchens rooms

ACTIVITY 5

Aim: To help Ss pronounce the final sounds /s/ and /z/ correctly in context.

- Have Ss quickly read the conversation and underline the final s in the words. Now play the recording for Ss to listen to the conversation and write /s/ or /z/ under each s that they have underlined.
- Tell them to put the words with the final s in the correct column according to the sound of s. Have them work in pairs to compare their answers. Check Ss' answers. Ask them to explain their answers.

Key: /s/: chopsticks, lamps

/z/: bowls, things, homes

- Play the recording again for Ss to repeat each line of the conversation. Ask Ss to work in pairs to practise the conversation. Call on some pairs to practise the conversation. Comment on their pronunciation of the final s.

Audio script:

Mi: Mum, are you home?

Mum: Yes, honey. I'm in the kitchen. I've bought these new bowls and chopsticks.

Mi: They're beautiful, Mum. Where did you buy them?

Mum: In the department store near our house. They have a lot of things for homes.

Mi: Don't forget we need two lamps for my bedroom, Mum.

Mum: Let's go there this weekend.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

**A CLOSER LOOK 2****Grammar****Possessive case**

- Have Ss look at the **Remember!** box about the possessive case. Explain to them that there are a few different ways to show possession, and this unit just focuses on one. Ask Ss to read the **Remember!** box. Tell them that we only need to put 's (an apostrophe and an s) after a proper name or a singular noun to show possession.
- Take a pen from a student in the class, say e.g. "This is Nam's pen." and write the sentence on the board so that Ss can easily understand. Call on one or two Ss to take one or two things from other Ss and make similar sentences. Then give a student your book and ask him / her how to say a sentence to show possession. If he / she makes a mistake, say out loud "This is my teacher's book". Give another student your ruler for him / her to make another sentence. Write the sentence on the board.
- Write the form of the possessive case on the board: **name's + noun = Nam's pen / singular noun's + noun = teacher's book**

ACTIVITY 1

Aim: To help Ss identify the correct form of possessive case.

Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

Key: 1. grandmother's 2. sister's 3. cousin's 4. Nam's 5. An's

ACTIVITY 2

Aim: To help Ss practise forming the correct form of possessive case.

Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss' attention to the board and check the answers together. Confirm the correct answers.

Key: 1. Mi's 2. teacher's 3. Nick's 4. father's 5. brother's

Prepositions of place

ACTIVITY 3

Aim: To help Ss identify different prepositions of place and use them correctly to describe where people or things are.

- Ask Ss what prepositions of place they know. Encourage Ss to say as many as possible.
- Have them look at the **Remember!** box to see if the prepositions they have mentioned are the same.
- Ask Ss to look at **3** and explain what they have to do. Have Ss do this exercise in pairs. Ask for Ss' answers. Confirm the correct answers.
- Have Ss work in pairs to say sentences describing the pictures. Move around to offer help if needed. Call on some Ss to say their sentences. If there is time, ask some Ss to write their sentences on the board.

Suggested answers:

- | | | |
|----------------|------------|----------|
| 2. next to | 3. behind | 4. in |
| 5. in front of | 6. between | 7. under |

2. The dog is next to the armchair.
3. The cat is behind the TV.
4. The cat is in the wardrobe.
5. The dog is in front of the doghouse.
6. The cat is between the lamp and the armchair.
7. The cat is under the table.

ACTIVITY 4

Aim: To give Ss further practice in using prepositions of place.

- Have Ss look at the picture of the room and ask them to describe the room briefly. Ask them to read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.
- Have Ss do this exercise individually before they share their answers with a partner. Ask some Ss to read out their answers. Confirm the correct ones.

Key:

1. T
2. F (The school bag is under the table.)
3. F (The clock is between the two pictures.)
4. T
5. F (The cap is on the pillow.)

ACTIVITY 5

Aim: To help Ss practise asking and answering about the position of things.

- Have Ss work in pairs to play the game *Memory challenge*. Ss look at the picture in **4** for 30 seconds and then cover it. They ask and answer questions about the position of the things in the picture. Invite some pairs to perform in front of the class.
- This activity can be organised as a competitive game. The class is divided into teams A and B. Have the teams look at the picture for 30 seconds. Ask Ss to close their books. Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.

WRAP-UP

Summarise the main points of the lesson. Take a book from a student and ask another student to make a sentence with the possessive case. Put a pencil on a book and ask a student to make a sentence or ask Ss to make sentences to describe the position of the things in the classroom.



COMMUNICATION

Everyday English

Giving suggestions

Tell Ss that they are going to learn how to give suggestions. Ask Ss to explain or demonstrate how to give suggestions.

ACTIVITIES 1 + 2

Aims:

- To introduce two ways of giving suggestions in English;
- To help Ss practise giving suggestions.

1 Play the recording for Ss to listen and read the dialogue between Elena and her mum at the same time. Ask Ss to pay attention to the highlighted sentences. Elicit the structures of giving suggestions from Ss (*How about + V-ing?*, *Let's + V*). Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

Audio script:

Elena: My bedroom isn't nice.

Mum: How about putting a picture on the wall?

Elena: Great idea, Mum.

Mum: Let's go to the department store to buy one.

2 Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions. If necessary, give Ss some situations to make it easier. Some situations can be: giving suggestions to buy some furniture for their homes, to do something together or to buy some new school things. Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

Living places

ACTIVITY 3

Aims:

- To give Ss a sample of a house description;
- To help Ss practise using some grammar points and vocabulary related to the topic.

Have Ss look at the picture and try describing the house. Encourage Ss to say full sentences. Then ask Ss to work in pairs to complete the given sentences. Move around to observe and provide help. Invite Ss to share their answers. Confirm the correct answers.

Key: 1. country 2. are 3. is 4. chairs 5. on

ACTIVITY 4

Aim: To help Ss practise asking and answering questions about the differences between two houses.

- This is a communicative activity called an information gap activity. Have Ss work in pairs to find the differences between the two houses.
- Before Ss do this activity, model the way to do this with a student. The conversation could be:
T (look at Nick's house): Nick lives in a country house. Where does Mi live?
Student (look at Mi's house): She lives in a town house.
T: How many rooms are there in Mi's house?
Student: There are six rooms. What about in Nick's house? How many rooms are there? etc.
- Ask Ss in each pair not to look at each other's picture and make similar conversations. Ss should note down the differences between the two houses. After a few minutes, the pair which has the most differences wins. Ask some pairs to act out the conversation. Other pairs listen and add more differences if there are any.

ACTIVITY 5

Aim: To help Ss practise describing their house.

- This is a personal sharing task. In this activity Ss are encouraged to share their own experiences.
- Give Ss 5 – 7 minutes to draw a simple picture of their house. Ss then work in pairs to tell each other about their house. If time allows, T can ask them to note down the differences between their houses. Call on some Ss to describe their friend's house to the class.
- Ss may also present the differences between their house and their friend's. Other Ss and T listen and give comments.

WRAP-UP

Have Ss say what they have learnt in the lesson.



SKILLS 1

Reading

ACTIVITY 1

Aims:

- To get Ss acquainted with the reading skill: Predicting;
 - To help Ss activate their knowledge of the topic.
-
- Ask Ss to read the *Reading skill* box. Explain any words that Ss do not know. Tell them that predicting is an important reading skill that can help them gain a general understanding of the text.
 - Tell them to quickly look at the text, the pictures and answer the questions. Ask for Ss' answers. Confirm the correct answer to Questions 1 and 2.

Key:

1. It's an email.
2. The text is about Nick's room at the Crazy House Hotel.

ACTIVITY 2

Aim: To help Ss develop the skill of reading for specific information (scanning).

- Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline parts of the email that help them with the answers. Set a strict time limit to ensure Ss read the text quickly.
- Tell them to compare their answers in pairs before they give the answers to T. Ask them to show evidence to support their answers.

Key:

1. He's in Da Lat with his parents.
2. There are ten rooms.
3. Because there's a big tiger on the wall.
4. It's under the bed.

ACTIVITY 3

Aim: To help Ss further develop the skill of reading for specific information (scanning).

- Ask Ss to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. Have Ss compare their answers. Check and confirm the correct answers.

Key:

a window

a wardrobe

a cooker

a cupboard

a shelf

a lamp

a desk

a tiger

- Ask Ss what to include when they want to describe a room in the hotel. Here are some things:
 - Name of the room
 - Reason for the name
 - Position of things in the room
- Write these points on the board to prepare for the next activities.

Speaking**ACTIVITY 4****Aim: To help Ss prepare ideas for the next activity.**

Tell each student to create a new room for the hotel and draw a plan for the room. Set a time limit for Ss to do it. Ask Ss to give the room a name and bear in mind the things in the room and their position. Have them quickly note down these ideas.

ACTIVITY 5**Aim: To provide an opportunity for Ss to practise describing the hotel room they have designed.**

- Have Ss work in pairs and show the plan to their partner. Ask Ss to take turns to describe their rooms. Remind them to focus on the three points on the board. Move around to observe and offer help.
- Call on some Ss to show their plan to the whole class and describe it. T and other Ss listen and vote for the best plan.

WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills. If there is time, T can instruct them to draw a mindmap to summarise the main points of the lesson.

**SKILLS 2****Listening**

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe Nick's room in the hotel again.

ACTIVITY 1**Aim: To prepare Ss for the listening text.**

- Ask Ss to look at the pieces of furniture and name them. Call on some Ss to read the words out loud. Ask some Ss to write the words on the board.

- Have Ss guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word. Play the recording once for Ss to check their guesses.

Key:

- | | | |
|--------------|-----------|---------|
| 1. bookshelf | 2. sofa | 3. desk |
| 4. clock | 5. window | |

Things mentioned in the listening text: bookshelf, desk, clock, window.

ACTIVITY 2

Aim: To help Ss develop the skill of listening for specific information.

- Have Ss look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for Ss to do exercise **2**. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.
- Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to understand. For stronger classes, ask Ss to correct the false sentences.

Key:

1. F (There are three people.)
2. F (There are six rooms.)
3. T
4. T
5. F (She reads books.)

Audio script:

My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall. I often read books in my bedroom.

- Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.

Writing

Ss are asked to write an email to tell Mira, a pen friend, about their house. Show this sample email on the slide / on the board or give each student a handout with this sample. Ask them several questions (e.g. *How many parts are there in an email to your friend? What are they? What should you include when writing each part?*).

address
subject (topic)

To: sophia@quickmail.com

Subject: My house

Hi Sophia,

Thanks for your email. Now I'll tell you about my house.

I live with my parents in a flat. It's big. There is a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom the best.

What about you? Where do you live? Tell me in your next email.

Best wishes,

An

1. greeting

2. introduction

3. body

4. conclusion

T can use the information in this box when explaining how to write an email to Ss.

How to write an email to a friend

1. In the subject line, write briefly what the email is about.
2. Begin the email with a greeting (*Dear / Hi / Hello*).
3. The introduction is the first paragraph. Ask about his / her health, thank him / her for the previous email or write the reasons for the email, etc.
4. In the body, write about the subject(s) of the email. Write each subject in a new paragraph.
5. The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc.

ACTIVITY 3

Aim: To help Ss brainstorm ideas for their email.

- Tell Ss that now they are going to focus on the body of the email only. Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing. Have Ss answer the questions individually, encouraging them to write the answers in full sentences. Move around to offer help.
- Invite some Ss to share their answers to the class. Comment on their answers.

ACTIVITY 4

Aim: To help Ss practise writing an email to their friend telling about their house.

Ask Ss to write the body of their email individually. Ask one or two Ss to write their email on the board. Other Ss and T comment on the emails on the board. Then T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson.



LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

Vocabulary ACTIVITY 1

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

- Have Ss do this activity individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his / her answer on the board. Confirm the correct answers.

Key:

Types of house	Rooms	Furniture
flat	kitchen	sink
town house	bedroom	fridge
country house	bathroom	dishwasher
	living room	cupboard
		chest of drawers

- Ask Ss to work in groups to add more words to each group. The group that adds the most words to the list wins.

Some suggested words:

- Types of house: cottage, farmhouse, bungalow, stilt house
- Rooms: dining room, guest room, utility room
- Furniture: microwave, air conditioner, stool, armchair

This activity can be done as a competition. Draw the table on the board. Ask Ss to work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, that group wins.

Grammar ACTIVITY 2

Aim: To help Ss revise the possessive case.

- Have Ss say how to form the possessive form with proper names and singular nouns.
- Ask Ss to do the exercise individually and then exchange their answers with a classmate. Call on some Ss to write their answers on the board. Other Ss give comments. Confirm the correct answers.

Key: 1. teacher's 2. brother's 3. Elena's 4. grandfather's 5. Vy's

ACTIVITY 3

Aim: To help Ss revise the prepositions of place.

- Ask Ss to say the prepositions of place they have learnt.
- Have Ss look at the pictures and do this exercise individually. Ask some Ss to write the sentences on the board. Check Ss' answers.

Key:

1. The cat is on the table.
2. The dog is in front of the doghouse.
3. The cat is between the bookshelf and the sofa.
4. The cat is behind the computer.
5. The girl is on the sofa.
6. The boy is next to the sofa.

ACTIVITY 4

Aim: To help Ss revise describing their favourite room using the prepositions of place.

- Ask one student what room in the house is his / her favourite. Encourage him / her to say one or two sentences about it.
- Have Ss write three sentences to describe their favourite room. Remind Ss to use prepositions of place. Ss share their sentences with their partners. Some Ss are asked to write their sentences on the board. T and other Ss give feedback.



PROJECT

ACTIVITY 1

Ss work in groups. One student in each group asks other group members Question 1 and fill the information in the following table.

	House A	House B	House C
Name			
Reasons			

This student then summarises their group members' answers and reports the results to the whole class.

ACTIVITY 2

Have Ss work in groups to draw their own strange house. Ask them to practise describing their house in groups before telling the class about their house. The class votes for the best strange house.

If T thinks there will not be enough time in this lesson for the project, assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**Looking Back**), ask Ss to present their strange houses to the class.

NOW I CAN ...

Ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.

ALPHABET RACE

1. Put students into small groups.
2. Give each group a handout with a table. In the first column of the table write the letters of the alphabet (T may just include the first ten letters of the alphabet). The second column is left blank.

A	
B	
C	
D	

E	
F	
G	
...	

3. Have Ss write down one word related to the topic *School* for each letter in three minutes. Ss can use the words they learnt in *Unit 1* and other words they know.
4. The team with the most words wins.
5. Alternatively, you can check all the answers and do not count a point if two or more of the words are the same.

Unit **3** MY FRIENDS

Objectives:

By the end of this unit, students will be able to:

- use the words for body parts, appearance and personality;
- pronounce the sounds /b/ and /p/ correctly;
- use the present continuous to talk about things happening now;
- ask about appearance and personality;
- read for specific information about friends and summer camps;
- talk about friends and summer camps;
- listen for specific information about best friends;
- write a diary entry about best friends.

WARM-UP & INTRODUCTION

Aims:

- To create an active atmosphere in the class before the lesson;
- To lead into the new unit.

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 2*. For example, T can organise a game called *Pass the ball*. Prepare one ball. Pass the ball to one student and he / she has to say one word learnt from *Unit 2*. He / She then passes the ball to another student and this student has to say another word. The game continues until the time is up.

Lead to the new unit. Write the unit title *My friends* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 26. Draw their attention to the box and introduce what they are going to learn in this unit.



GETTING STARTED

A SURPRISE GUEST

ACTIVITY 1

Aims:

- To set the context for the introductory text;
 - To introduce the topic of the unit.
-
- Set the context for the listening and reading. Ask Ss questions about the picture, e.g. *What is Phong doing? What are they eating and drinking?*
 - T can also ask Ss to share any recent experiences of going on a picnic. Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
 - Invite some pairs of Ss to read the dialogue aloud.
 - Have Ss say the words in the text that they think are related to the topic *My friends*. Quickly write the words on one part of the board. Comment on Ss' answers.

ACTIVITY 2

Aim: To help Ss deeply understand the text.

- Ask Ss to read the conversation again and do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify the kind of information to fill the blank; (2) read the conversation and locate the place to find the word(s) to fill the blank).
- Allow them to share answers before discussing as a class. Confirm and write the correct answers on the board.

Key:

- | | | |
|-----------------------------|-----------------------|--------------|
| 1. picnic | 2. favourite magazine | 3. Mai; Chau |
| 4. glasses; long black hair | 5. are going to | |

ACTIVITY 3

Aim: To revise and provide Ss with some vocabulary related to parts of the body.

- Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given. Have Ss compare their answers with a classmate.
- If possible, show the picture on the slide / on the board and have Ss point at each body part and say its name. Check Ss' answers and confirm the correct ones.
- If there are any body parts Ss do not know, quickly point to them and teach these.
- Have Ss work in groups and brainstorm all other words for body parts. T can ask them to write the words down on small boards or pieces of paper. Then set a time limit for groups to write the words. Finally, invite the group with the most words to share their words. Other teams add any different words.

Key:

- | | | | | |
|---------|---------|-------------|----------|----------|
| 1. eye | 2. nose | 3. shoulder | 4. hand | 5. leg |
| 6. foot | 7. arm | 8. mouth | 9. cheek | 10. hair |

Some more words are: head, lip, tooth, stomach, ear, etc.

ACTIVITY 4

Aim: To revise and provide Ss with some vocabulary to describe parts of the body.

Explain that some words go together, e.g. *long + hair*, but some don't, e.g. *long + eye*. Have Ss work in groups and complete the word webs in a few minutes. Check and confirm the correct answers.

Suggested answers:

- long / short: legs, arms, hair, etc.
- big / small: head, hands, ears, feet, eyes, nose, etc.
- hair: black, straight, fair, curly, wavy, long / short, etc.

ACTIVITY 5

Aim: To help Ss practise using words for body parts and appearance through a guessing game.

- Explain the rules of the game: Ss work in groups. They take turns to describe a classmate for other group members to guess.
- Move around to observe and offer help.
- Invite one or two Ss to describe a classmate in front of the class. Other Ss guess.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.

**A CLOSER LOOK 1****Vocabulary****Personality adjectives****ACTIVITY 1****Aims:**

- To teach Ss some personality adjectives;
- To give Ss practice with these adjectives.

Ask Ss to look at the pictures and briefly describe them. T can ask: *What can you see in the picture?* Have Ss look at the personality adjectives given. Check if they understand the meaning of each word. Instruct them to pronounce the words and define each word if necessary. Ask them to do the matching individually and then compare their answers in pairs. Check and confirm the correct answers.

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

ACTIVITY 2

Aims:

- To teach Ss some other personality adjectives;
- To give Ss practice with these adjectives.

- Have Ss look at the pictures and briefly describe what they see. Ask Ss to read the adjectives in the box. Help explain the meaning of each adjective if necessary. Then ask Ss to read each sentence. Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence. Tell Ss they will only need five of the six adjectives to complete this activity.
- Ask them to do the exercise individually and then compare their answers in pairs. Check and confirm the correct answers.

Key: 1. creative 2. kind 3. friendly 4. careful 5. clever

ACTIVITY 3

Aim: To provide Ss with freer practice with personality adjectives.

- Ask Ss to shout out all of the personality adjectives they know. Quickly write them on the board.
- Have Ss work in groups and play the game. Ask Ss to draw a flower with the number of petals equal to the number of their group members. T may model how to do the game first. Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups. Move around to observe and provide help if needed. Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.

Pronunciation

/b/ and /p/

ACTIVITY 4

Aims:

- To help Ss identify how to pronounce the sounds /b/ and /p/;
- To help Ss practise pronouncing these sounds correctly in words.

Have Ss practise reading the word pairs first. Then ask them to listen to the recording and circle the word they hear in each pair. Play the recording again for them to repeat the words.

Key + Audio script: 1. pig 2. pear 3. buy 4. rope

ACTIVITY 5

Aim: To help Ss pronounce the sounds /b/ and /p/ in context.

- Have Ss look at the chant. Make sure they understand the meaning of the chant.
- Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the rhyme. Play the recording again and ask Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and /p/ and the rhyme. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

Audio script:

We're having a picnic
We're having a picnic
Fun! Fun! Fun!
We're bringing some biscuits
We're bringing some biscuits
Yum! Yum! Yum!
We're playing together
We're playing together
Hurrah! Hurrah! Hurrah!

WRAP-UP

Have Ss summarise what they have learnt in this lesson.



A CLOSER LOOK 2

Grammar

The present continuous

- Cut and paste the following lines from the conversation in **GETTING STARTED** on the slide / on the board. Show them to Ss.

Nam: Thanks. What are you reading, Phong?

Phong: 4 Teen. It's my favourite magazine!

Mai: Oh, sorry, we can't. We're going to the bookshop.

- Highlight / Underline the present continuous structures in these lines. Ask Ss to look at the usage and examples of the present continuous tense in the **Remember!** box. Explain to Ss that this tense is used to describe actions that are happening now.
- Ask Ss to say the form of the tense after they have read the examples. Now write the form of the present continuous on the board. Remember to introduce both the full form and short form of the auxiliary verb "be" (i.e. *He is / He's*).
- Then draw Ss' attention to the **Remember!** box again that shows the time signals.
- Have them give some examples with the tense.

This table shows the form of the present continuous. T can prepare a handout for Ss or ask them to quickly write the form in their notebooks.

Positive	Questions and answers
I am	Am I
You / We / They are } + V-ing (studying)	Are you / we / they } + V-ing (studying)?
He / She / It is	Is he / she / it
Negative	Yes, I am.
I am	No, I am not.
You / We / They are } + not V-ing	Yes, you / we / they are.
He / She / It is } (not studying)	No, you / we / they aren't.
	Yes, he / she / it is.
	No, he / she / it isn't.

ACTIVITY 1

Aim: To help Ss practise with the correct form of the present continuous.

Ask Ss to read the sentences and write the correct answers individually. Remind them to pay attention to the subject of each sentence. Call on some Ss to read aloud their answers. Check and confirm the correct ones.

Key:

- | | | |
|---------------|---------------------|-----------------|
| 1. is reading | 2. are playing | 3. isn't making |
| 4. am going | 5. Are they talking | |

ACTIVITY 2

Aim: To help Ss practise using the correct form of the present continuous based on context.

Ask Ss to look at the pictures and briefly describe what the person is / people are doing. Ask them to write sentences, using positive or negative present continuous verbs. Have Ss compare their answers. Invite some Ss to write their answers on the board. If time allows, have Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous. (E.g. 1. Nam and Ba are not eating ice cream. They are talking.) Check and confirm the correct answers.

Key:

- Nam and Ba are not / aren't eating ice cream.
- Lan and Trang are taking photos.
- Ha is / Ha's writing a letter.
- Duong and Hung are not / aren't playing badminton.
- Phong is not / isn't drawing a picture.

ACTIVITY 3

Aim: To help Ss practise asking and answering questions using the present continuous.

Have Ss read the example carefully. Check if they understand how to do the exercise. Ask them to do this exercise in pairs. One asks and the other answers. Remind them to write their questions and answers in their notebooks. For stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is No. Move around to observe and offer help if necessary. Invite some pairs to practise their conversations. Check and confirm the correct answers.

Key:

1. Is your friend swimming? – Yes, he is.
2. Are they listening to music? – No, they aren't. (They're / They are having a picnic.)
3. Is Mi playing the piano? – No, she isn't. (She's / She is doing karate.)
4. Are they learning English? – Yes, they are.
5. Are your friends cycling to school? – No, they aren't. (They're / They are walking to school.)

ACTIVITY 4

Aim: To help Ss identify the differences between the present simple and the present continuous.

Have Ss read the **Remember!** box in the book. Ask Ss to give the form and usage of the present simple. Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous (*now, at the moment, at present, etc.*). Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board. Confirm the correct answers.

Key:

- | | | |
|------------------------------------|--|--------------------------|
| 1. does not / doesn't walk; cycles | 2. is he playing | 3. Do your friends study |
| 4. am / 'm writing | 5. is not / isn't doing; is / 's reading | |

ACTIVITY 5

Aim: To help Ss practise using the present continuous.

Have Ss play the game in groups. Move around to observe and provide help if needed. Make sure Ss use English when they play the game. This can be organised as a competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess. The group with a correct answer gets one point. The group with the most points wins. Continue the game until the time is up.

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to give sentences about themselves, using the present continuous.



COMMUNICATION

Everyday English

Asking about appearance and personality

Tell Ss that they are going to learn how to ask about appearance and personality.

ACTIVITIES 1 + 2

Aims:

- To introduce how to ask about appearance and personality;
- To help Ss practise asking about appearance and personality.

1 Play the recording for Ss to listen and read the dialogue between Linda and Mi at the same time. Ask Ss to pay attention to the highlighted questions. Elicit the structure to ask about appearance (*What does your best friend look like?*) and the structure to ask about personality (*What's she like?*) as well as the language used to answer these two questions. Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

Audio script:

Linda: What does your best friend look like?

Mi: She's short with long black hair. She has bright brown eyes.

Linda: What's she like?

Mi: She's very kind and creative.

2 Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt. Move around to observe and provide help if needed. Call on some pairs to practise in front of the class.

Date of birth and personality

ACTIVITY 3

Aim: To provide Ss with some input and set the scene for other activities.

- Introduce the two friends Vinh and John to Ss. Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them. Tell them to underline the words that help them decide which adjectives to use for each friend.
- If there is not much time, ask Ss to work in groups. Each group reads about one friend only. Have Ss give their answers and give the reasons for their answers. Write their answers on the board to prepare for 4.

Suggested answers:

- Vinh: clever, hard-working
- John: creative, kind

ACTIVITY 4

Aim: To introduce the concept of star sign to Ss.

Tell Ss that each person has a star sign, depending on his / her birthday, and the star sign may decide a person's personality. Ask Ss to read the descriptions and check if they match the friends in **3**. Ss can refer to the answers to activity **3** that have been written on the board. All of the adjectives have been introduced to Ss in **Vocabulary, A closer look 1**. It can be seen that the descriptions match the friends in **3**.

ACTIVITY 5

Aim: To help Ss compare themselves with the descriptions in the previous activity.

Ss work individually and read the descriptions in **4**. They write down their ideas to complete the three sentences in the book. Ss work in groups to share their answers. Invite some Ss to share their opinion with the class.

WRAP-UP

Have Ss tell you what they have learnt (how to ask about appearance and personality).



SKILLS 1

Reading

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic in the reading text.

Have Ss read the advertisement about the Superb Summer Camp and discuss the two questions in pairs. T may have to explain some words / phrases before having Ss do this activity (e.g. *hands-on*: obtained by doing something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away from their school, etc.). Invite some Ss to give their answers.

Suggested answers:

1. It's for kids between 10 and 15 years old.
2. They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc.

ACTIVITY 2

Aim: To develop Ss' skill of reading for specific information.

Read the sentences (1 - 5) together with Ss. Ask Ss how to do the exercise. Instruct them to do the exercise again if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false). Set a time limit for them to read the text and

answer true or false. Ss need to correct the false statements. Again ask Ss to note where they found the information that helped them complete the activity. Have Ss work in pairs and compare their answers before having them discuss as a class. Ask Ss to support their answers with information from the text.

Key:

- | | |
|-----------------------------------|----------------------|
| 1. F (They speak English only.) | 2. F (He has three.) |
| 3. F (Jimmy likes taking photos.) | 4. T |
| 5. T | |

Speaking

ACTIVITY 3

Aim: To help Ss explain how the Superb Summer Camp is suitable for certain students.

- Have Ss look at the advertisement for the Superb Summer Camp again and underline the requirements for the students if they want to join the camp (e.g. *between 10 and 15 years old; all in English*, etc.) and the types of activity students can do at the camp.
- Ask Ss to read the information about the three students Mi, An and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement. Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers.

Suggested answers:

1. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp.
2. The camp does not seem to suit An. He may be too old for the camp and he can't speak English.
3. The camp suits Vy. It suits her age and it can help her improve her English.

ACTIVITY 4

Aim: To help Ss explain how the Superb Summer Camp suits them.

Have Ss think about themselves and decide if the camp suits them. Encourage them to give reasons for their answers. Ask Ss to work in groups and share their opinions. Move around to observe and provide help if needed. Call on some Ss to share their answers.

WRAP-UP

Have Ss summarise what they have learnt with the two skills.



SKILLS 2

Listening

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the listening text.

- Have Ss look at the pictures and answer the question. Elicit the answers from Ss.

Key: a. They are talking. b. They are playing football. c. They are walking.

- Lead to the listening part which is about best friends.

ACTIVITY 2

Aim: To develop Ss' skill of listening for specific information.

- Ask Ss to look at the picture in the book and briefly describe the two girls. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who Lan is and who Chi is.
- Have Ss give the answers and explain the reasons. Play the recording the second time, stopping at different places for Ss to explain their reasons.

Key: Lan is the girl wearing a red and white jacket and a red cap. Chi is the girl wearing a white T-shirt and a blue skirt.

ACTIVITY 3

Aim: To develop Ss' skill of listening for specific information.

- Have Ss read the sentences and fill each blank with a word / number from the recording. Let them do the exercise without listening to the recording. Then ask them to compare their answers with their classmates. Elicit the answers from Ss and write them on the board. Play the recording again for the class to check. Confirm the correct answers.

Key:

1. 6A 2. black; mouth 3. friendly 4. big 5. kind

Audio script:

Mi: My best friend is Lan. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!

Minh: Chi is my best friend. We're in class 6B. She's short with long black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her homework before class. Look, she's going to the library.

- Ask Ss what they focus on when talking about their best friends (e.g. name, appearance, personality and the reason why they like him / her). Lead to the writing part.