

## BỘ GIÁO DỤC VÀ ĐÀO TẠO

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# Tiếng Anh

SÁCH GIÁO VIÊN

# 5

Tập HAI

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.

**15 My Dream House**

**1 Look, listen and repeat.**

It is Mr. Lee's Art class. Hoa and Hien are talking about their dream houses.

What are you drawing?  
My dream house.

What about you?  
Oh, I'm drawing a large dream house.

What will your dream house be like?  
It'll be a large house in the countryside. It'll get a pool in the front.

How about your dream house?  
It'll be a cottage for the sea. It'll get a small area.

**2 Point, ask and answer.**

What will your dream house be like?

It'll be \_\_\_\_\_

Example:

|                                                                          |                                       |                 |
|--------------------------------------------------------------------------|---------------------------------------|-----------------|
| large house, countryside, pool in the front                              | it is a large house, village          | very nice       |
| what will your dream house be like?                                      | it is modern but city                 | modern but nice |
| it'll be a large house in the countryside. It'll get a pool in the front | it is comfortable, cottage, mountains | beautiful view  |

Unit 15 My Dream House

### 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.

### 3. Listen and circle.

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.



### 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.  

village      comfortable

2 Listen and read together.  



Mr: What will your dream house be like, Tom?  
Tom: It will be a comfortable village.  
It's got a stable fence around it.



Tom: What about your dream house?  
Mr: It will be a comfortable house.  
Tom: Where will it be?  
Mr: It will be in a village.

3 Group and say aloud.  

| large   cottage | village | comfortable |
|-----------------|---------|-------------|
| stable   stable |         |             |
| gate   storage  |         |             |
| cable   cable   |         |             |

 Ting Anh 3

### 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.



## 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.



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.)*

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.)*



**3** Read the passage and do the tasks 1–5.

**My Dream House**

My house is close to water because I want to live in a beautiful house in the countryside. It will be modern and comfortable house. There will be a large garden in front of the house and a swimming pool. There will be many rooms in the house. The kitchen, two living rooms, two study, four bedrooms and two toilets.

And being a computer is my hobby, so I will have a big PC and a TV in my bedroom. I will have a computer in the living and the study. My dream house will be an ideal one.



1. Choose four to match the words that mean a meaningful person.

|                    | →         | → |
|--------------------|-----------|---|
| 1. a person who is | a. gentle |   |
| 2. a thing         | b. advice |   |
| 3. a problem       | c. honest |   |
| 4. a girl          | d. to     |   |

2. Complete the table.

| Things        | Where              |
|---------------|--------------------|
| house         | in the countryside |
| garden        |                    |
| swimming pool |                    |
| study TV      |                    |
| bed rooms     |                    |

3. Answer the questions.

a. What will there is dream house be like?

b. What will it be?

c. How many rooms will there be?

Unit 10 My Dream House

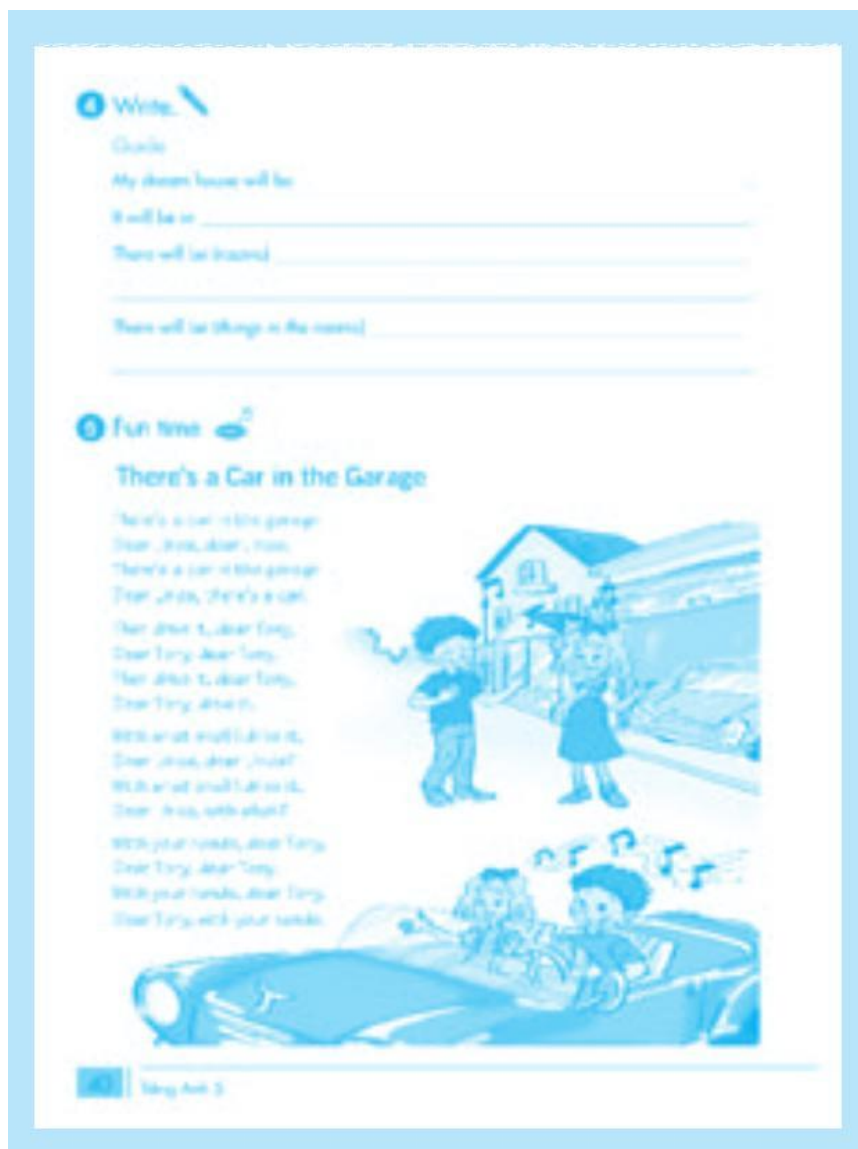
The reading tasks are read alone or combined with a writing activity. They are designed to develop pupils' reading skills such as *reading for specific information, reading for gist, deciding on True or False statements or Yes-No, sequencing, completing, transferring, writing the answers to the questions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



## 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.



Pair work  
(varied)

Group work of  
4 or 6 (varied)

- 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 students 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 into a strip of paper, put the strips of paper onto 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 Family

### Unit 11. What's the Matter with You?

|                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about common health problems</li> <li>Expressing health problems and giving responses</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What's the matter with you?                             <ul style="list-style-type: none"> <li>I've got a headache.</li> </ul> </li> <li>I've got a sore throat.                             <ul style="list-style-type: none"> <li>You should see the doctor.</li> <li>You shouldn't eat ice-cream.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>arm, headache, earache, sore eyes, stomachache, toothache, backache, sore throat, temperature, cold, matter, should</p> | <b>Phonics</b> <p>arm<br/>ear</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

### Unit 12. Our Free-time Activities

|                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                       |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about free-time activities</li> <li>Asking and answering questions about free-time activities in the past</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What do you do in your free time?                             <ul style="list-style-type: none"> <li>I often draw pictures.</li> </ul> </li> <li>What did you do in Nha Trang?                             <ul style="list-style-type: none"> <li>First, I went to Tri Nguyen Aquarium. Then I visited Vinpearl Land.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>starfruit, resort, cable car, palace, go sightseeing, go camping, go skating</p> | <b>Phonics</b> <p>draw<br/>star</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------|

### Unit 13. Accident Prevention

|                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                  |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Expressing concerns with possible accidents and giving responses</li> <li>Asking and answering questions about accident prevention</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>Don't ride too fast. You may fall off your bike.                             <ul style="list-style-type: none"> <li>OK. Thanks.</li> </ul> </li> <li>Why shouldn't they jump into the river?                             <ul style="list-style-type: none"> <li>Because they may drown.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown</p> | <b>Phonics</b> <p>ride<br/>Jim</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------|

### Unit 14. My Favourite Stories

|                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                         |                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about the main events in a story</li> <li>Asking and answering questions about the favourite character in a story</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What happened first?                             <ul style="list-style-type: none"> <li>The fox asked, "Will you give me some meat?"</li> </ul> </li> <li>What happened finally?                             <ul style="list-style-type: none"> <li>The fox said, "Yummy, yummy!"</li> </ul> </li> <li>What character do you like?                             <ul style="list-style-type: none"> <li>I like the fox. It's very clever.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise</p> | <b>Phonics</b> <p>crow<br/>cowshed</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------|

### Unit 15. My Dream House

|                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                         |                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about a dream house</li> <li>Asking and answering questions about facilities in a dream house</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What will your dream house be like?                             <ul style="list-style-type: none"> <li>It'll be a large house in the countryside. It's got a yard in the front.</li> </ul> </li> <li>What will there be in your dream house?                             <ul style="list-style-type: none"> <li>There will be a robot. I'll use it to do the housework.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>modern, comfortable, hi-fi stereo, cable TV, fridge, view, in front of, behind</p> | <b>Phonics</b> <p>village<br/>comfortable</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------|

### Review 3

# Me and the World Around

| Unit 16. The Weather and Seasons                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about the weather</li> <li>• Asking and answering questions about the seasons</li> </ul>                                                  | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What will the weather be like tomorrow?               <ul style="list-style-type: none"> <li>– It'll be cold and stormy.</li> </ul> </li> <li>• What's summer like in your country?               <ul style="list-style-type: none"> <li>– It's often hot. There is much rain.</li> </ul> </li> </ul>                | <b>Vocabulary</b> <p>forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons</p>                    | <b>Phonics</b> <p>stormy<br/>cold</p>    |
| Unit 17. My Hometown                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about means of transport</li> <li>• Asking and answering questions about a trip duration from one place to another</li> </ul>             | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• How did you get to your hometown?               <ul style="list-style-type: none"> <li>– By coach.</li> </ul> </li> <li>• How long does it take to get there by train?               <ul style="list-style-type: none"> <li>– Two hours.</li> </ul> </li> </ul>                                                      | <b>Vocabulary</b> <p>hometown, taxi, coach, motorbike, Underground, scenery, hour, minute, far</p>                        | <b>Phonics</b> <p>coach<br/>north</p>    |
| Unit 18. Life in the Village and City                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about what a village / town / city is like</li> <li>• Asking and answering questions about how to compare two places or things</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What's London like?               <ul style="list-style-type: none"> <li>– It's beautiful. It's got a lot of parks and public gardens.</li> </ul> </li> <li>• Which city is bigger, Tokyo or London?               <ul style="list-style-type: none"> <li>– Tokyo is.</li> </ul> </li> </ul>                         | <b>Vocabulary</b> <p>life, mount, bridge, traffic, high, noisy, peaceful, quiet</p>                                       | <b>Phonics</b> <p>go<br/>got</p>         |
| Unit 19. Road Signs                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about road signs</li> <li>• Asking and answering questions about how to be safe in the street</li> </ul>                                  | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What does this sign mean?               <ul style="list-style-type: none"> <li>– It means we must stop.</li> <li>– It means we mustn't ride a bike in this street.</li> </ul> </li> <li>• How did it happen?               <ul style="list-style-type: none"> <li>– A motorbike rider hit me.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>mean, zebra crossing, helmet, get on, get off, cross, across, road sign, observe, slow down, hit</p> | <b>Phonics</b> <p>zebra<br/>crossing</p> |
| Unit 20. Finding the Way                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking for and giving directions</li> <li>• Asking and answering questions about how to find the way</li> </ul>                                                          | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• Where's the post office?               <ul style="list-style-type: none"> <li>– Go along the street. It's by the lake.</li> </ul> </li> <li>• How can I get to the zoo?               <ul style="list-style-type: none"> <li>– You can take the 22 bus.</li> </ul> </li> </ul>                                       | <b>Vocabulary</b> <p>lost, straight ahead, on the corner, next to, fire station</p>                                       | <b>Phonics</b> <p>right<br/>fire</p>     |
| Review 4                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |
| Glossary                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                          |

# UNIT 11 - What's the Matter with You?

## Competences

- Asking and answering questions about common health problems
- Expressing health problems and giving responses

## New Language

- **Phonics:** *arm ear*
- **Vocabulary:** *arm, headache, earache, sore eyes, stomachache, pain, toothache, backache, sore throat, temperature, cold, matter, should*
- **Sentence Patterns:** *What's the matter with you?*
  - *I've got a headache.*
  - *I've got a sore throat.*
  - *You should see the doctor.*
  - *You shouldn't eat ice-cream.*

## Resources

- Student's Book *Tiếng Anh 5, Tập Hai, Unit 11, Pp. 6-12*
- 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 common health problems.

**Warm-up:** Pupils sing the following chant, doing actions with their fingers as follows:

*Open your fingers.*

*Close them.*

*Open.*

*Close them.*

*Put them on your (hair).*

Replace the word *hair* with other words such as *feet, head, face*.



## 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 6. Get them to read the title of the unit and observe the four pictures to identify the characters in each picture. Set the context by saying: *Tom is late for breakfast. Mrs Green is coming to his bedroom.* Point to each picture and elicit pupils' answers to what is happening in the picture. Pre-teach the new words: *What's the matter, headache, temperature, take.* Then write the new vocabulary on the board and get pupils to say each item a few times. Use a mixture of English and Vietnamese to help pupils understand the context and language if they look confused. Read each line in the pictures, pausing at times to check pupils' comprehension. Ensure 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 pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Tom, Mrs Green, Mr Green and the doctor.



## 2. Point, ask and answer.

- Ask pupils to open their Students' Book on Page 6. Set up the context: *We're going to practise asking and answering questions about common health problems.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and get pupils to repeat each sentence a few times. Use the flashcards or gestures to pre-teach the new words: *earache, backache, toothache, sore throat, stomachache, cold.* Go through the prompts under the pictures and get pupils to repeat each item a few times.

### Notes:



- "ache" is used to form a compound noun like *headache, toothache, earache, stomachache, and backache.*
- "hurt" is a verb, e.g. *My leg hurts.*
- "sore" is used in a noun phrase, e.g. *sore eye, sore arm, sore throat.*
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue with all the pictures in this section in the same way.

- Pupils work in pairs to take turns to point to the pictures, ask and answer questions about health problems. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.



### 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 7. Tell them the listening purpose: *You are going to listen to some people talking about their illnesses. You should tick the appropriate picture.* Point to each picture and ask pupils to identify the health problem.
- Recall the familiar vocabulary and pre-teach the new one. 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:



- 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 selecting and ticking the appropriate 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 answer again. Read out the correct answers to the class.

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

#### Tapescripts:

- Mother: *Fried chicken, dear?*  
Girl: *No, thanks, Mum. I can't eat chicken today.*  
Mother: *Why not? What's the matter with you?*  
Girl: *I've got a toothache.*  
Mother: *Oh, I see. How about some soup, dear?*  
Girl: *Yes. Thanks, Mum.*
- Mr Loc: *Hello, boys and girls. Today we'll have a PE lesson outdoors. Let's go to the school gym.*  
Linda: *Excuse me, Mr Loc. May I stay in the classroom?*  
Mr Loc: *What's the matter with you, Linda?*  
Linda: *I've got a backache.*  
Mr Loc: *All right. You can stay here.*

3. Mrs Brown: *Lunch's ready. Oh, where's Peter?*

Linda: *He's in his bedroom.*

Mrs Brown: *What's the matter with him?*

Linda: *He's got a stomachache.*

Mrs Brown: *All right. I'll go and see him now.*

4. Mr Green: *Hello. Fred Green speaking.*

Linda: *Hello, Mr Green. Can I speak to Mary, please?*

Mr Green: *I'm afraid she can't talk to you now.*

*She's got a sore throat and she's now at the doctor's with her mother.*



#### 4. Talk.

- Ask pupils to open their Student's Book on Page 7. Get them to read the guiding question and observe the pictures. Make sure pupils understand the activity: They should select a girl or a boy in the picture, then ask and answer questions about his or her health problem.
- Pupils work in pairs to take turns to ask and answer questions about health problems, using the pictures in this section. They can freely make use of the language they have learnt previously combining with the new one in the unit.
- Call on a few open pairs to perform the task in front of the class. Praise the pair if they do well.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about common health problems, using *What's the matter with you? - I've got (a headache).;* and
- to listen and tick the pictures.

### Homelink

- Pupils draw a simple picture of the body and name the body parts they have learnt.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **arm** as in arm and those of the letters **ear** as in ear; and
- to listen and number the pictures.

**Warm-up:** Pupils display their homelink drawings of the body parts. Then they play the game *Slap that Word*, using the words indicating the body parts.



### 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 **arm** as in arm and those of the letters **ear** as in ear. 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 comment the children's actions. Set the context: *You are going to hear a chant about parts of the body.* Recall the familiar words and pre-teach the new vocabulary: *appear, above, hear, loud, clear.* Write the new words on the board and get pupils to repeat each one a few times. Read each line of the chant, stop at times to check pupils' comprehension. Then get them to repeat each line a few times. Read the chant again and get pupils to clap the words in focus: one clap for *arm* and *farm*, two claps for *ear, appear, hear, clear*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line of the chant.

#### Tapescripts:

*We have  
Two eyes to see  
The sun appear  
Above the sea.*

*We have  
Two ears to hear  
Music and sounds  
Loud and clear.*

*We have  
Two strong arms  
To plant trees  
On our farms.*



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 8. Tell pupils to look at the chart and the word box. Get them to read the words and make sure they understand the activity: They are to group the words in the appropriate column according to their pronunciation. Check if pupils understand the meaning of the words in focus. Recall the meaning of the familiar words and teach the new ones: *alarm, charm, near.* Say each word and get pupils to repeat it a few times.
- Do the first example with pupils.
- Set the time and get pupils to work independently.

- Have 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:

- **arm:** alarm, farmer, farm, charm
- **ear:** dear, clear, near, hear



### 4. Listen and number.

- Ask pupils to open their Student's books on Page 9. Tell them the listening purpose: *You are going to hear five dialogues. The speakers are talking about some common health problems. You should number the pictures in the order.* Point to each picture and elicit pupils' answers to identify the health problem in the picture. Recall the familiar vocabulary and pre-teach the new words: *terrible, carry, voice, ill, stay, few.* Write the words on the board and get pupils to repeat each one a few times.

### Notes:



- 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 observe and number the pictures.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement, play the recording related to the answer again.

### Answers:

a. 5    b. 1    c. 4    d. 2    e. 3

### Tapescripts:

1. *Peter: Good morning, Doctor.*  
*Doctor (man): Hello, Peter. Sit down, please. What's the matter with you?*  
*Peter: I've got a stomachache.*  
*Doctor: What did you eat this afternoon?*  
*Peter: I had some fish salad.*  
*Doctor: All right. Let me have a look ... (Pause)*

2. Mrs Smith (groaning): Oh ... Oh ...  
 Jim: Good morning, Mrs Smith. What's the matter with you?  
 Mrs Smith: I've got a terrible backache.  
 Jim: Oh, I see. May I help you with your bags?  
 Mrs Smith: Oh, you're so kind. Thank you, Jim. (Pause)
3. Tom: Hi, Jim.  
 Jim: Hi, Tom.  
 Tom: Oh, what's the matter with your voice?  
 Jim: I've got a sore throat. (Pause)
4. Mr White: Good morning. Can I talk to Doctor Black, please?  
 Doctor: Speaking. What can I do for you?  
 Mr White: My son's got a toothache. Can he make an appointment this afternoon?  
 Doctor: Well, yes. Tell him to see me at two o'clock.  
 Mr White: OK. We will come. (Pause)
5. Mary: Lisa's ill. Let's go and see her.  
 Peter: Poor Lisa. What's the matter with her?  
 Mary: She's got a temperature. She'll stay at home for a few days. (Pause)



## 5. Fun time

### Simon Says...

- Ask pupils to open their Student's Book on Page 9. Stick the large-sized sheet of paper with the game *Simon Says...* on it on the board and tell pupils about the activity: *You are going to play the game Simon Says.* Explain the game. Point to the picture and ask pupils to comment what they see.
- Pre-teach some expressions for pupils to play the game: *hold up your hand(s)*, *turn left*, *close your eyes*, *touch your head*, etc. Write the expressions on the board and get pupils to repeat each of them a few times.
- Divide the class into groups of 8. One pupil acts as Simon to say the expressions. The others do the actions. The pupils who have the correct action will stay in the group. If not, they are out.
- The group with the most pupils left wins.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **arm** as in arm and those of the letters **ear** as in ear; and
- to listen and number the pictures and play the game *Simon Says*.

## Homelink

- Pupils practise saying the expressions to play the game *Simon Says* at home.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to express common health problems and give responses; and
- to read tips for kids to stay healthy; and write to a friend to ask for advice on a health problem.

**Warm-up:** Pupils play the game *Charades*. One pupil expresses a health problem (e.g. *headache, stomachache, cold*, etc.) that they have learnt in the previous lessons. The others ask and answer questions using *What's the matter with \_\_\_\_\_?* – *He's/She's got \_\_\_\_\_*.



#### 1. Look, listen and repeat.

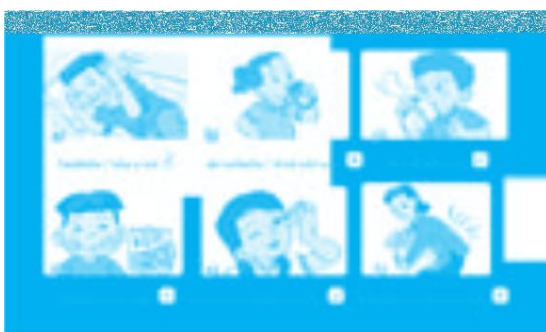
- Ask pupils to open their Student's Book on Page 10. Get them to read the context sentence and observe the pictures to identify the characters. Elicit pupils' answers to the health problem in each picture. Pre-teach the new vocabulary *should, shouldn't*. Write the new words on the board and get pupils to repeat each word a few times. Read the dialogues. Stop at times to check pupils' comprehension. Make sure that they 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 two groups. Get each group to take turns to say the lines from Mai and Nam.



#### 2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 10. Get them to read the texts and observe the pictures in this section. Then say: *We're going to practise expressing health problems and giving responses*. Then ask pupils to read the examples and elicit their prompts to complete the speech bubbles. Write the sentences on the board and get pupils to repeat each of them a few times. Pre-teach the new vocabulary in this section: *take a rest, use some eye drops, carry heavy things*. Get pupils to repeat each item a few times. Make sure pupils understand the language and the activity.

#### Notes:



- In this activity,  means "should",  means "shouldn't".
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on some open pairs to continue with all the pictures in the same way.

- Pupils work in pairs to take turns to express health problems and give responses. Monitor the activity and offer help as necessary.
- Select a few pairs of pupils to perform the task in front of the class. Praise if the pair do well.

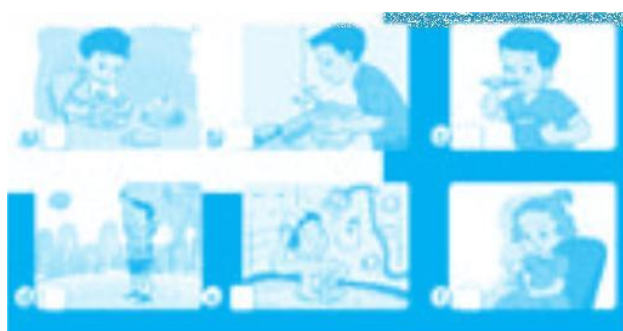


### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 11. Get them to observe the pictures and read the texts. Tell pupils the reading purpose: *You are going to observe the pictures and match them with the appropriate tips above.* Recall the familiar vocabulary and pre-teach the key words: *stay healthy, forget, keep, nail, regularly.* Write the new words on the board and get pupils to repeat each of them a few times. Point to each picture to elicit pupils' comments.

#### Notes:



- Play the recording or read the tips, pausing at times to check pupils' comprehension. Make sure that pupils understand the task: They should observe each picture and scan the tips quickly to find the appropriate tip to match with the picture.
- Pupils do Task a independently. Give them sufficient time to carry out the task. Move

around to 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 answer, ask pupils to reread the tip related to the picture.

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

#### Task b.

- Ask pupils to read the sentences in Task b carefully. Then get them to scan quickly the tips and compare the information they have read with that of the sentences in Task b before ticking.

**Notes:** 1. You should wash your hands before breakfast, lunch and dinner.

2. You should brush your teeth only once a day.

3. You should take a shower twice a week.

4. You should do morning exercise regularly.

5. You should eat healthy food.

- Pupils do Task b independently. Monitor the activity and offer help when 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 tip related to the answer again.

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



#### 4. Write.

- Ask pupils to open their Student's Book on Page 12. Draw pupils' attention to the writing frames and get them to read the messages written by Linda and Mai. Tell them the writing purpose: *You are going to read the messages written by Linda and Mai and choose the appropriate words to complete messages that follow.*
- Set the time for pupils to do the task. Remind them not to copy exactly the sentences provided in the messages of Linda and Mai, and that they should write their draft before copying onto a clean sheet of paper for the classroom display.
- Pupils read and complete the messages independently. Monitor the activity and offer help as necessary.
- Call out some pupils to read their writing to the class.

The answers vary according to individual writing.



#### 5. Fun time

Make a class survey. Then report orally.

##### Who Is the Healthiest in Our Class?

- Ask pupils to open their Student's Book on Page 12 and tell them that they are going to make a class survey to find out who is the healthiest in their class. Ask pupils to read the chart and check their comprehension. Give the meaning of the new vocabulary and make sure they understand the scoring way.
- How to play the game: Pupils work in pairs to take turns to ask and answer the questions in the chart and tick the appropriate column Yes or column No.
- Pupils count the points after finishing their ticking. The pupil who has the most points is the healthiest one in the class.

### Summary

In this lesson, pupils have learnt:

- to express health problems and give responses, using *I have got (a sore throat).*  
– *You should (see the doctor).* or – *You shouldn't (eat ice-cream).;* and
- to read tips for kids to stay healthy and write messages to ask for and give advice on a health problem.

### Homelink

- Pupils write five tips that seem most useful for themselves to keep healthy for the class display in the next lesson.

# UNIT 12 - Our Free-time Activities

## Competences

- Asking and answering questions about free-time activities
- Asking and answering questions about free-time activities in the past

## New Language

- **Phonics:** draw star
- **Vocabulary:** starfruit, resort, cable car, palace, go sightseeing, go camping, go skating
- **Sentence Patterns:** What do you do in your free time?  
– I often draw pictures.  
What did you do in Nha Trang?  
– First, I went to Tri Nguyen Aquarium.  
Then I visited Vinpearl Land.

## Resources

- Student's Book, Tiếng Anh 5, Tập Hai, Unit 12, Pp.13 - 19
- 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 free-time activities.

**Warm-up:** Get pupils to do "Brain Storming" the words related to free time activities that they have learnt.



#### 1. Look, listen and repeat.

- Get pupils to open their Student's Book on Page 13. Tell them to observe the pictures, read the title and the texts. Elicit their answers: *Look at the title and the pictures. Do you understand the title? What are the pictures about?* Have pupils look at each picture and get their comments on the details in each picture. Read each line in the pictures and check pupils' comprehension, using either English or Vietnamese when necessary. Make sure that pupils understand the situation and the language used.
- 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 from Linda, Peter, Mr and Mrs Brown.



## 2. Point, ask and answer.

- Get pupils to read the example. Then elicit their prompts to complete the speech bubbles. Write the question and the answer on the board. Then ask pupils to repeat each sentence a few times.
- Point to each picture in this part and check their comprehension of the prompt. Get pupils to repeat the words a few times.
- Model the task, using the example. Repeat the step a few times. Then ask some open pairs to continue in the same way with all the pictures.

### Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about free time activities in the pictures. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 14 and say the listening purpose: *You are going to listen to Mary talking about the free-time activities of her family members. You should listen, select and tick the appropriate picture. Point to the pictures and elicit pupils' comments on what each character is doing.*

### Notes:

- 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 observe the pictures and do their ticking.
- 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.



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

## Tapescripts:

Mary is showing Mai some photos of her family members.

1. Mary: This is my photo.

Mai: What a nice photo! Are you listening to music, Mary?

Mary: Yes, I am. I often listen to music in my free time. (Pause)

2. Mai: Is this your father?

Mary: Yes, it is.

Mai: Is he driving his car?

Mary: Yes. It's his new car. He often goes for a drive on Sundays.

Mai: Oh, my father likes driving too. (Pause)

3. Mai: Your mother looks very beautiful in this photo.

Mary: Yes, she does. Thank you.

Mai: What does she do in her free time?

Mary: She often works in the garden. (Pause)

4. Mai: Oh, it's Tom's photo.

Mary: Yes. It's him.

Mai: What is he doing?

Mary: He's chatting with his friends. He often surfs the Net in his free time.

Mai: My brother likes surfing the Net in his free time too. (Pause)



## 4. Talk.

- Ask pupils to open their Student's Book on Page 14. Tell them about the activity:  
Now you are going to make a survey. Use the grid in your textbook and interview four classmates to get the information of their free-time activities. Tick  the appropriate box. Then report the results to your class.
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

## Example

Pupil A: What do you do in your free time, B?

Pupil B: I often go fishing.

Pupil A: And you, C? What do you do in your free time?

Pupil C: I often read books.

Pupil A: How about you, D?

Pupil D: I often go shopping with my mother.

.....

- Pupils work in groups of five.
- Then get pupils to report the results if there is enough class time.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about free-time activities, using *What do you do in your free time? I often draw pictures*; and
- to listen and tick the pictures.

## Homelink

- Pupils make a neat copy of their survey result for the class display in the next lesson. They also prepare to give an oral report to the class at request.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letters **aw** as in draw and that of the letters **ar** as in star; and
- to listen and circle the correct answers.

**Warm-up:** Pupils display their homelink and give an oral report on their survey result at request. For example: *A goes fishing in his or her free time. B reads books in his or her free time. C goes shopping in his or her free time, etc.*



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 15. 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 **aw** as in draw and that of the letters **ar** as in star. Get pupils to listen and repeat these two words a few times.



### 2. Listen and read together.

- Get pupils to observe the pictures in this section and read the dialogues. Tell them about the activity. Read each dialogue, stopping 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 the lines. Read the dialogues again and get pupils to clap their hands at the focused words. One clap for the words *draw* and *strawberries*; and two claps for the words *car* and *star*.
- Divide the class into two groups to take turns to repeat the lines from each character.

#### Tapescripts:

a. Quan: What do you do in your free time?

Lan: I often draw pictures.

Quan: What do you often draw?

Lan: Strawberries and starfruit.

b. Lan: What do you do in your free time, Quan?

Quan: I often watch car races on Star Sports Channel.



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 15. Get them to observe 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, using the appropriate techniques. Say each word and get pupils to repeat a few times.
- Set the 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:

- **draw:** *claw, law, paw, saw, prawn*
- **star:** *starfruit, far, car, party, bar*



### 4. Listen and circle.

- Ask pupils to open their Student's Book on Page 16 and say the listening purpose: *You are going to hear Kate, Paul, Susan and John talk about their free time activities. You should listen, select and circle the appropriate answer (a, b or c).* Get pupils to read the incomplete statements and guess the answers before they listen. Check their comprehension of the texts.

### Notes:

- Kate often goes \_\_\_\_\_.  
a. dancing                      b. shopping                      c. swimming
  - Paul often plays \_\_\_\_\_ at home.  
a. computer games      b. badminton      c. football
  - Susan often watches \_\_\_\_\_ on TV.  
a. films                      b. sports                      c. cartoons
  - John often listens to \_\_\_\_\_ music.  
a. country                      b. rap                      c. pop
- 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 read the sentence and circle the letter indicating the correct answer.
  - 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.

**Answers:** 1. b    2. a                      3. a4. c

### Tapescripts:

*These pupils are talking about their free-time activities.*

- Hi. My name is Kate. I'm from England. I live in London. I go to school from Monday to Friday. I go shopping in my free time. (Pause)*
- Hello. I am Paul. I'm from Italy. I live in Rome. I go to school every day. In my free time, I stay at home and play computer games. (Pause)*
- Hi. My name is Susan. I'm from Australia. I live on a farm. I don't go to school every day. I have my lessons with my teachers on the Internet. In my free time, I watch films on TV. (Pause)*
- Hello. I'm John. I'm from the USA. I live in New York. I go to school every day. I love music so I listen to pop music in my free time. (Pause)*



## 5. Fun time

Tune: **If You're Happy and You Know It**

Lyrics:

### **If You're Happy and You Know It**

*If you're happy and you know it, clap your hands!*

*If you're happy and you know it, clap your hands!*

*If you're happy and you know it,*

*Then your face will surely show it.*

*If you're happy and you know it, clap your hands!*

*If you're happy and you know it, stamp your feet!*

*If you're happy and you know it, stamp your feet!*

*If you're happy and you know it,*

*Then your face will surely show it.*

*If you're happy and you know it, stamp your feet!*

- Ask pupils to open their Student's Book on Page 16. Stick the large-sized sheet of paper with the song *If You're Happy and You Know It* written on it on the board. Check pupils' comprehension of the lyrics.
- Play the recording three times: once for pupils to listen all the way through and once for them to repeat each line a few times; and once for pupils to sing along the music.
- Pupils practise singing in groups, doing actions.
- Call on a few groups to sing the song in front of the class. The rest of the class claps the beats.
- Ask pupils to replace "happy" with "angry", and "clap your hands" with "stamp your feet" to create a new version, e.g. *If you're angry and you know it, stamp your feet!*

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **aw** as in *draw* and that of the letters **ar** as in *star*; and
- to listen and circle the correct answers related to pupils' free-time activities, and to sing the song *If You're Happy and You Know It*.

## Homelink

- Pupils learn by heart the song *If You're Happy and You Know It* at home for the performance in the next lesson.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about free-time activities in the past; and
- to read about someone's holiday and write about their past activities.

**Warm-up:** Pupils sing the two versions of the song *If You're Happy and You Know It*.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 17. Set the context: *Tony is telling Mai about his holiday in Nha Trang*. Ask pupils to observe the pictures and identify the characters.
- Get pupils to read the lines in the speech bubbles and check their comprehension.
- Play the recording 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 to take turns to say the lines in each picture.



#### 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Then ask pupils to repeat the question and the answer a few times. Check pupils' comprehension of the prompts under the pictures. Teach the new vocabulary and get pupils to repeat each item a few times.
- Model the task, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.

#### Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about the past free time activities. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if they do well.



#### 3. Read the passage and do the tasks.

##### Task a.

- Ask pupils to open their Student's Book on Page 18. Set the context, using the map of Singapore and the pictures in the reading passage. Teach the key

vocabulary, using the pictures related: *resort, famous, Common Services Tunnel, Sentosa, Chinatown, Marina Bay, Jurong Bird Park*. Write the key words on the board and get pupils to repeat each item a few times. Read the text and stop at times to check pupils' comprehension. Tell pupils about Task a: They are to observe the pictures provided to get information and scan the passage quickly to find the information related in order to number the pictures in the order.

- Pupils do the task independently. Give them sufficient time to observe the pictures and scan for the necessary information. Monitor the activity and offer help as necessary.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class.

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

### Task b.

- Get pupils to read the sentences in Task b carefully to get the information and scan the passage quickly to find the appropriate information to compare before their ticking.
- Set the time and monitor the activity. Offer help as necessary.
- Ask pupils to check their answers in pairs. Get a few pupils to read out their answers. The rest of the pupils make comments.

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

### Follow-up

- Pupils work independently to copy the correct answers onto their copy-books.

### Task c.

- Ask pupils to read the questions carefully and scan the passage quickly to find the answers.
- Get pupils to check their answers in pairs. Set the time and move around the classroom to monitor the activity.
- Ask a few pupils to read out their answers to the class.
- Correct pupils' mistakes if necessary.

### Answers:

1. *They stayed in a hotel near Chinatown.*
2. *Because it has the famous Common Services Tunnel.*
3. *They took a lot of photos.*

### Cultural Note

- *The Common Services Tunnel (CST) in Singapore comprises a purpose built underground tunnel network - housing various utility piping and cabling such*

as district cooling water, electricity, telecommunications and water services for distribution to developments in Marina Bay area.



#### 4. Write.

- Get pupils to open their Student's Book on Page 19 and read the guiding questions. Check their comprehension. Then show them how to do the task: They are to write their sentences, relying on the writing frame and the guiding questions. Remind pupils of the information in the reading passage and the use of connectors such as: *First, .... Then.....Finally, .....* Pupils should draft their writing before copying onto their copy-books.
- If there is not enough class time, turn the writing task into a homelink activity: Pupils do their writing at home and copy it onto a clean sheet of paper for a class display in the next lesson.



#### 5. Fun time

**Read the story and answer the questions. Then retell the story.**

- Get pupils to open their Student's Book on Page 19, observe the picture, read the story and the questions. Check pupils' comprehension of the texts. Teach the new words: *appear, run away, be afraid of, bark, bite, proverb*.
- Ask pupils to work in pairs: one asks and the other answers the questions.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class.
- Ask a few pupils to read out their answers.
- Explain the meaning of the proverb if necessary.

#### Answers:

1. *Tom and his father went for a walk in the park.*
2. *When they were in the park, a big black dog appeared and began to bark.*
3. *Tom wanted to run away because he was afraid of the dog.*
4. *His father said, "Don't be afraid of the dog, Tom. Do you know the English proverb - A barking dog never bites?"*
5. *Tom answered, "Yes, I do" "But does the dog know the proverb, Dad?"*
6. *Yes, it is. (It is funny because Tom said, "But does the dog know the proverb, Dad?")*

- Call on a few pupils to retell the story, relying on their answers.

#### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about free-time activities in the past, using *What did you do in (Nha Trang)? First, I (went to Tri Nguyen Aquarium). Then I (visited Vinpearl Land).*; and
- to read about someone's holiday and write about their past activities.

#### Homelink

- Pupils do their writing task at home for the class display in the next lesson.

# UNIT 13 - Accident Prevention

## Competences

- Expressing concerns with possible accidents and giving responses
- Asking and answering questions about accident prevention

## New Language

- **Phonics:** *ride* Jim
- **Vocabulary:** *accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown*
- **Sentence Patterns:** *Don't ride too fast. You may fall off your bike.*
  - OK. Thanks.
  - Why shouldn't they jump into the river?*
  - *Because they may drown.*

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 13, 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 possible accidents and give responses.

**Warm-up:** Play the game of *Simon Says*. Expressions to be used: *Simon says touch your head (nose/eyes/ears/arms/legs/feet)*. Then discuss with pupils common accidents which can happen to their body parts.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 20, observe the pictures, read the title and the texts. Elicit their answers to identify the characters and get their comments on the pictures. Read each line in the pictures, stopping at times to check pupils' comprehension using English or Vietnamese when necessary.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat.
- Divide the class into groups to take turns to say the lines from Mai, Jim, Nam, Tony and Jim's mother.



## 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Then ask pupils to repeat each sentence a few times. Point to the pictures, read the prompts and check pupils' comprehension. Teach the new vocabulary: *swing*, *fall off*, *glide*, *bite* and get pupils to repeat each item a few times.

### Notes:



- Model the task, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions about possible accidents. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 21 and get them to observe the picture. Elicit their comments on possible accidents which can happen to the characters in the pictures. Say the listening purpose: *You are going to listen and tick the appropriate pictures*. Do the first example with pupils.

### Notes:



- 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 observe the pictures and do their ticking.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. Ask some pupils to report their answers to the class. If there is disagreement on any answer, play the part related to the answer again.

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

## Tapescripts:

1. Linda and her mother are in the kitchen.

Mother: What are you doing, Linda?

Linda: I'm cutting potatoes.

Mother: Don't use that knife. It's very sharp. You may get a cut.

Linda: OK. Thanks, Mum. I'll change the knife.

2. Peter and Tom are swinging in the yard.

Peter: Tom, can you swing like me?

Tom: OK. Let's see.

Mrs Green: Peter! Tom! Don't swing too fast. You may fall off the swing.

Peter: Don't worry, Mum. We are OK.

3. Mary is playing with a dog of her neighbour in the front yard.

Mary: Lucky, Lucky, cute dog. Come here with me, Lucky.

Mother: Mary!

Mary: Yes, Mum?

Mother: Don't play with the neighbour's dog. It may bite you.

Mary: Don't worry, Mum. It is friendly.

4. Jane is helping her mother in the kitchen.

Jane :What can I do for you, Mum?

Mother: Well, I'm busy cleaning the floor. Can you watch the electric kettle?

Jane : OK, Mum.

Mother: Don't touch the kettle. You may get a burn.

Jane : OK. Thanks, Mum.

## 4. Talk.

- Ask pupils to open their Student's Book on Page 21, observe the pictures. Make sure they understand the activity: They are to practise expressing concerns with possible accidents and giving responses.

## Notes:



## Guiding questions

- What is he/she doing? / What are they doing?
  - What may happen to him / her / them?
  - What advice can you give him / her / them?
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

## Summary

In this lesson, pupils have learnt:

- to express concerns with possible accidents and give responses, using *Don't (ride too fast). You may (fall off the bike).* – *OK. Thanks.*; and
- to listen and tick the pictures.

## Homelink

- Pupils select a picture of accidents in their Student's Book, copy and colour 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 **ide** as in *ride* and those of the letters **im** as in *Jim*; and
- to listen and number the pictures.

**Warm-up:** Pupils display their homelink pictures: some types of common accidents. Then they use the pictures to ask and answer questions about possible accidents.



#### 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 sounds of the letters **ide** as in *ride* and those of the letters **im** as in *Jim*. Get pupils to listen and repeat these two words a few times.



#### 2. Listen and read together.

- Get pupils to observe the pictures and read the chant. Elicit their comments on the pictures and the texts. Read the chant, stopping at times to check pupils' comprehension. Read the chant again and get pupils to clap the words in focus: one clap for *bike* and two claps for *Jim, him, Tim*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.

#### Tapescripts:

Look at Jim.  
What's the matter with him?  
He's riding too fast.  
He may fall off his bike.

Look at Tim.  
What's the matter with him?  
He's swinging too fast.  
He may fall off the swing.



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 22, observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Teach the words: *side*, *glide*, *slide*, *decide*, using the appropriate techniques. Say each word and get pupils to repeat a few times.
- Set the time and let pupils do the task individually. Get pupils to 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:

**ride:** *side, glide, decide, slide*

**Jim:** *slim, Tim, swim, him*



### 4. Listen and number.

- Get pupils to open their Students' books on Page 23, and observe the pictures. Tell them the listening purpose. Then elicit pupils' comments on the pictures and draw their attention to the main points of the listening comprehension.

#### Notes:



- Play the recording three times: once for pupils to listen all the way through; once for them to observe and number the pictures in the order and once for them 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 related to the answer again.

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

#### Tapescripts:

- Woman: Look at this picture. What is the girl doing?  
 Boy: She's cutting potatoes with a sharp knife.  
 Woman: What may happen to her?  
 Boy: She may get a bad cut. (Pause)
- Woman: What are the boys in this picture doing?  
 Boy: They're climbing up the tree in the garden.  
 Woman: What may happen to them?  
 Boy: They may fall down on the ground. (Pause)
- Man: Look at this picture. What is the boy doing?  
 Girl: He's playing with a cat.  
 Man: What may happen to him?  
 Girl: The cat may scratch his face. (Pause)

4. Man: What are the girls in this picture doing?  
 Girl: They are playing with a lighter and candles.  
 Man: What may happen to them?  
 Girl: They may get a burn or start a big fire.



## 5. Fun time

### A Matching Game

- Ask pupils to open their Student's Book on Page 23 and set the context: *You're going to play a matching game about Accident prevention. Do you know how to play it?* Explain how to play the game.

**Materials:** Sets of word cards on which phrases such as *play with a lighter*, *get a burn*, *ride too fast*, *fall off your bike*, *glide down the staircase*, *play with your neighbour's dog or cat*, and *break your leg* are written.

**How to play the game:** Pupils stick the cards in *Don't* or *You/It may* column corresponding to the content of their word cards.

### Example

| DON'T                          | YOU / IT MAY       |
|--------------------------------|--------------------|
| play with a lighter            | get a burn         |
| ride too fast                  | fall off your bike |
| glide down the staircase       | break your legs    |
| play with your neighbour's cat | scratch you        |

- Set the time. Pupils play in pairs.
- Get some pairs to take turns to read the phrases in *Don't* and *You / It may* columns.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ide** in *ride* and those of the letters **im** as in *Jim*; and
- to listen and number the pictures; and play a matching game.

## Homelink

- Pupils make some word cards and colour them for the matching game to be played in the next lesson.

## LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about accident prevention; and
- to read an informative text on fall prevention for younger children and write a message.

**Warm-up:** Pupils display their word cards and use these cards to play a game of matching.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 24 and observe the pictures. Elicit their comments on the pictures and set the context: *The pupils in Mr Loc's class are having a lesson on "Accident Prevention for Children".* Read the lines in the pictures and check pupils' comprehension. Teach the word *drown* and have pupils repeat it a few times.
- Play the recording 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 to take turns to say the lines in the pictures.



### 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and ask pupils to repeat each sentence a few times.
- Point to the pictures, read the prompts and check pupils' comprehension. Teach the new vocabulary: *barefoot, knife, lighter, start*. Get pupils to repeat each word a few times.
- Model the task, using the example. Repeat the step a few times. Call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions about the seasons. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.

#### Notes:



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 25, observe the picture and read the texts. Elicit pupils' comments on the picture and set the context: *You are going to read a passage about common accidents which may happen to young children.* Teach the vocabulary: *roll off, a cradle, a car seat carrier, crawl up or down.* Write the words on the board and get pupils to repeat them a few times.
- Check if pupils understand the passage and Task a: They should skim the passage to get the general idea to select the suitable title.

- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
  - Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class. Ask pupils to explain how to get to their answer.

**Answer:** B

### Task b.

- Get pupils to read the words in focus. Check their comprehension and tell them about the task: They are to scan the passage quickly to find the words which have the meaning given.

**Notes:**

1. *move slowly on hands and knees* \_\_\_\_\_
2. *very bad, dangerous* \_\_\_\_\_
3. *widely found* \_\_\_\_\_
4. *ensure* \_\_\_\_\_

- Set the time. Monitor the activity and offer help as necessary.
- Call on a pupil to read the answers to the class.

**Answers:** 1. *crawl* 2. *serious* 3. *most common* 4. *make sure*

### Task c.

Get pupils to read the questions in Task c carefully. Then they scan the passage to find the appropriate information to answer the questions.

**Notes**

1. *Where in the home can accidents happen to babies?*
2. *What is the most common type of accident to babies?*
3. *What is the biggest danger for babies?*

- Set the time and let pupils do the task independently. Call on a few pupils to report the answers to the class. If there is any disagreement, get pupils to read the text related to the answer again.

**Answers:**

1. *Accidents can happen to babies anywhere in the home.*
2. *Fall is the most common type of accident to babies.*
3. *The biggest danger for babies is falling down the balcony, the stairs or out of a window.*

### Follow-up

- Pupils copy the correct answers onto their copy-books; then they ask and answer the questions orally.



#### 4. Write.

- Get pupils to open their books on Page 26 and read the guiding questions. Check their comprehension and show them how to do the task: They should finish the writing frame relying on the dialogues in Lesson 1. Remind pupils of drafting before copying onto their copy-books.
- If there is not enough class time, turn it into a homelink activity: Pupils do their writing at home and copy it onto a clean sheet of paper for a class display in the next lesson.

#### Suggested answer:

Dear Jim,

You always ride your bike too fast. You should not do that because you may fall off your bike.

You also like to climb up trees. You should not do that because you may fall down on the ground. You are my best friend and I want you to avoid serious accidents.

Linda



#### 5. Fun time

##### Do the crossword puzzle.

##### Answers:

- Ask pupils to open their Student's Book on Page 26. Stick the large-sized sheet of paper with the crossword puzzle written on it on the board. Discuss the pictures with pupils and elicit their suggestions for the words in the grid.
- Set the time and let pupils play the game independently or in pairs. Monitor the activity and offer help as necessary.



#### Follow-up

- Pupils play the game *The Spelling Bee* to spell all the words in the grid of the crossword puzzle.

#### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the accident prevention, using *Why shouldn't (they jump into the river)? Because (they may drown);* and
- to read an informative text on fall prevention for babies and write a message to remind a friend of possible accidents.

#### Homelink

- Pupils do their writing task at home for the class display in the next lesson.

# UNIT 14 - My Favourite Stories

## Competences

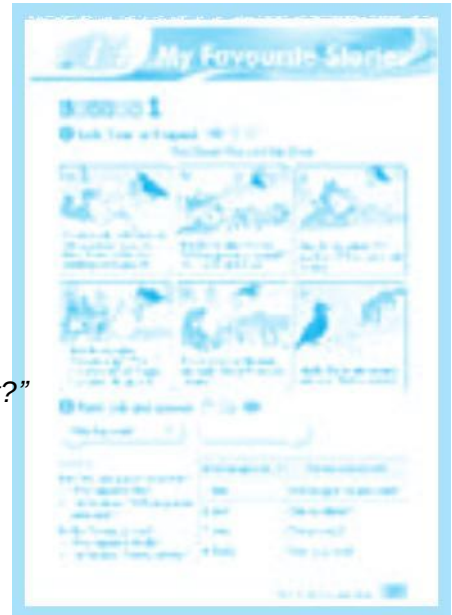
- Asking and answering questions about the main events in a story
- Asking and answering questions about the favourite character in a story

## New Language

- **Phonics:** *crow* *cowshed*
- **Vocabulary:** *fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise*
- **Sentence Patterns:**
  - What happened first?*
    - The fox asked, "Will you give me some meat?"
  - What happened finally?*
    - The fox said, "Yummy, yummy!"
  - What character do you like?*
    - I like the fox. It's very clever.

## Resources

- Student's Book *Tiếng Anh 5, Unit 14, Pp. 27 – 33*;
- 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 the main events in a story.

**Warm-up:** Pupils play the game *Flap that Word*, using words for the animals they have learnt such as: *dog, cat, mouse, tiger and lion*.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 27. Tell them to read the title of the story and observe the pictures. Get pupils to identify the character animals in the pictures and discuss what is happening in each picture. Set the context: *You are going to read a story between a clever fox and a crow*. Recall the familiar vocabulary and pre-teach the new words: *crow, fox, piece of meat, beak, dropped, picked up*. Write the vocabulary on the board and get pupils to repeat each item a few times. Recall the usage of *first, next, then, finally*. Read the texts and 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 each sentence.
- Make sure that pupils understand the situation and the language.



## 2. Point, ask and answer.

- Get pupils to read the chart and the examples. Elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat each sentence a few times.
- Model the task with the whole class, using the examples. Repeat the step a few times. Then call on a few open pairs to continue with the prompts from the chart in the same way.

### Notes:

| What happened...? | The fox asked/said          |
|-------------------|-----------------------------|
| 1. first          | Will you give me some meat? |
| 2. next           | Can you dance?              |
| 3. then           | Can you sing?               |
| 4. finally        | Yummy, yummy!               |

- Pupils work in pairs to take turns to ask and answer questions about the sequence of events in the story. Monitor the activity and offer help as necessary.
- Call on some pairs to demonstrate the task in front of the class. Praise the pair if pupils do well.

"asked" is used with a question.

*The fox asked, "Will you give me some meat?"*

"said" is used with a statement.

*The fox said, "Ha ha! Thanks for the meat!"*

- Remind pupils of the punctuation in the sentences.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 28 and observe the pictures in each number. Say the listening purpose: *You are going to listen to four dialogues in which two pupils are talking about an animal story. Tick the appropriate pictures as you listen. Point to each picture and elicit pupils' comments.*

### Notes:



- 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 the correct pictures and tick.
- Play the recording again for pupils to check their answers.
- Get pupils to check their answers in pairs. 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. Read out the correct answers to the class.

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

### Tapescripts:

*Voice: You are going to listen to four dialogues in which two pupils are talking about an animal story.*

1. *Girl: Do you like stories?*

*Boy: Yes, I do.*

*Girl: What kind of stories do you like?*

*Boy: Animal stories. What about you?*

*Girl: Animal stories too. (Pause)*

2. *Boy: Which animal story do you like best?*

*Girl: The Clever Fox and the Crow.*

*Boy: Why do you like it?*

*Girl: Because I can learn a lesson from it. (Pause)*

3. *Girl: Do you know the story The Clever Fox and the Crow?*

*Boy: No. Do you?*

*Girl: Yes.*

*Boy: Can you tell the story?*

*Girl: Sure. It was a winter day. There was a crow on a cowshed with a piece of meat in its beak. A hungry fox, standing on the ground, asked the crow to give it some meat. But the crow refused... (Pause)*

4. *Boy: What happened finally?*

*Girl: The fox was very clever. It asked the crow to sing and the crow dropped the meat on the ground...*

*Boy: Ha, ha, ha. The fox was very clever.*

*Girl: Yeah, that's right. (Pause)*



### 4. Talk.

- Get pupils to open their Student's Book on Page 28, read the texts and observe the pictures. Say: *You are going to read the first part of the story Little Red Riding Hood. Then observe the pictures and tell the rest of the story.* Read the first part of the story. Stop at times to check pupils' comprehension. Teach the new vocabulary: *Little Red Riding Hood, in the other end of the village.* Then get pupils to repeat each sentence a few times. Check if pupils know the story. If they do not, tell the story, using a mixture of English and Vietnamese to help pupils understand the story.
- Do an example with the whole class to give pupils a clear idea of the activity.  
*Teacher: What story is it?*  
*Pupils: Little Red Riding Hood.*  
*Teacher: What happened in this picture?*  
*Pupils: Little Red Riding Hood met a wolf in the forest.*  
*Teacher: Very good. On the way to her grandmother's cottage Little Red Riding Hood met a wolf in the forest. She told it about her trip.*  
(Then get pupils to repeat each sentence related to the picture a few times.)

## Notes:



a. On the way to her grandmother's cottage, Little Red Riding Hood met a wolf. She told it about her trip.

- b. The wolf ran very fast to the grandmother's cottage.
- c. It swallowed the grandmother. Then it lay in the bed to pretend Little Red Riding Hood's grandmother.
- d. Little Red Riding Hood came to see her grandmother in the bed. The wolf talked to her. Then it jumped out of the bed to swallow her.
- e. Luckily, a hunter came. He killed the wolf, and saved Little Red Riding Hood and her grandmother.

- Pupils work in pairs to take turns to tell the rest of the story, using the pictures provided. Monitor the activity and offer help as necessary.
- Select a few pupils to perform the task in front of the class. Praise the pair if pupils do well.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the main events in a story, using *What happened (first/next/then/ finally)?*; and
- to listen and tick the pictures.

## Homelink

- Pupils select the cover of their favourite story, copy and colour it for the class display in the next lesson. They also prepare answers to possible questions about their favourite story.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letters **ow** as in crow and that of the letters **ow** as in cowshed; and
- to listen and number the pictures.

**Warm-up:** Pupils display their favourite story covers. Then they ask and answer questions about the stories of which the covers are displayed.



### 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 **ow** as in crow and that of the letters **ow** as in cowshed. Get pupils to listen and repeat these words a few times.



## 2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line and check pupils' comprehension. Read the dialogues again and get pupils to clap the focused words: one clap for *snowy, know, slow, crow* and two claps for *cowshed*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into two groups to take turns to repeat the lines from the son and the father.

### Tapescripts:

a. Son: *It's snowy today.*

Father: *Yeah. It's difficult to drive on a snowy day.*

Son: *Why?*

Father: *Because you don't know what is on the ground.*

b. Son: *Daddy!*

Father: *Yes, dear?*

Son: *Slow down. I see a crow.*

Father: *Where?*

Son: *It's on the cowshed over there.*



## 3. Group and say aloud.

- Ask pupils to look at the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Get pupils to repeat each word a few times. Do the first example with the class.
- Set the 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:**     **crow:** *show, slow, know, snow*

**cowshed:** *town, down, tower, now, brown, wow*



## 4. Listen and number.

- Get pupils to open their Student's Book on Page 30 and observe the characters and the sequence of the pictures. Elicit pupils' comments on the details of the pictures. Tell pupils: *You are going to listen to the story of a cat and a mouse. Listen and number the pictures.* Pre-teach the new vocabulary: *hole, catch, keep, let me out, laugh*. Get pupils to repeat each vocabulary item a few times.

### Notes:



- 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 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 answer again.

**Answers:** a. 7 b. 5 c. 4 d. 6 e. 3 f. 1 g. 2

## Tapescripts:

### The Clever Mouse and the Cat

1. *It was a snowy day. There was a mouse hole in the cowshed. Outside the hole was a hungry cat. (Pause)*
2. *The cat was watching a little mouse in the hole. Suddenly, the mouse ran out of the hole. (Pause)*
3. *The cat ran very fast after the mouse and caught it. (Pause)*
4. *The cat kept the mouse in her mouth. The little mouse begged, "Please let me out. I'll help you some day." (Pause)*
5. *The cat laughed, "How can you help me? Ha, ha, ha! It's very funny. As the cat laughed, she dropped the mouse on the ground. (Pause)*
6. *The clever mouse ran quickly into the hole. (Pause)*
7. *And the cat stood in the cowshed, sad and hungry... (Pause)*



## 5. Fun time

### Line-up Story Game

**Materials:** 2 sets of 10 pieces of paper. On each set, 10 words are written: *hungry, ground, crow, cowshed, meat, beak, shook, lunch, clever, ran.*

**How to play the game:** Pupils play the game in 2 groups of 10. They are standing in a line. Each pupil in the two groups has one piece of paper with a particular word written on it. The teacher tells the story *The Clever Fox and the Crow*. While retelling the story, the teacher pauses at times for pupils of the two groups to prompt a missing word. For example, *There was a (pause) fox standing on the (pause)*. The pupils who have the missing words hold up the words and say aloud the words (*hungry, ground*). The teacher then says the complete sentence: *There was a hungry fox standing on the ground* and gets the pupils in the two groups to repeat the sentence. When the teacher finishes the story telling, the group which has the most correct words wins the game.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ow** as in *crow* and that of the letter **ow** as in *cowshed*; and
- to listen and number the pictures.

## Homelink

- Pupils select one of the pictures in the listening section, copy and colour it for the class display in the next lesson. They also prepare the answers to possible questions about their displays.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about the favourite character in a story; and
- to read an animal story and complete the speech bubbles for a comic strip.

**Warm-up:** Pupils display their homelink work and tell stories, using their pictures displayed.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 31, read the texts and observe the pictures. Elicit pupils' comments on the details of the pictures. Set the context: *Nga and Phong are talking about the story "The Clever Fox and the Crow"*. Recall the familiar vocabulary and pre-teach the word *tricky*. Write the word on the board and get pupils to repeat it a few times. Read the texts in each picture, pausing at times to check pupils' comprehension. Make sure that pupils understand the situation and 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 two groups to take turns to say the words from Nga and Phong.



#### 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete 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 get the information from the chart. Teach the word *talented*. Check their reading comprehension. Then get them to repeat each item from the chart a few times.
- Model the task with the whole class, using the examples. Repeat the step a few times. Call on a few open pairs to continue in the same way, using the information from the chart.
- Pupils work in pairs to take turns to ask and answer questions. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using the chart in the Student's Book. Praise the pair if they do well.



#### 3. Read the passage and do the tasks.

##### Task a.

- Ask pupils to open their Student's Book on Page 32. Get them to observe the pictures, read the title and the tasks. Ask pupils if they understand the title and the tasks. Say: *You are going to read the story of the Tortoise and the Hare* and do the tasks that follow. Read the story, pausing at times to check pupils' comprehension. Teach the key vocabulary: *fastest, race, "Ready, steady, go", pass, rest, fall asleep, win*. Use a mixture of English and Vietnamese to get pupils to understand the words.

Write the new vocabulary on the board and get pupils to repeat each item a few times. Make sure pupils understand the story and the tasks they are going to do.

### Notes:

- Set the time for pupils to do Task a. They are to read the word(s) in each line in the left column and find that (those) which can go with them in the right column.

|              |             |
|--------------|-------------|
| 1. once upon | a. a rest   |
| 2. fell      | b. the race |
| 3. have      | c. asleep   |
| 4. win       | d. a time   |

- Pupils work independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class before giving feedback.

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

### Task b.

- Explain the activity: Pupils are to look at the pictures, guess the winner and scan the story quickly to confirm their guess.
- Set the time. Pupils work independently. Monitor the activity and offer help as necessary.
- Ask a pupil to report the answer to the class.



**Answer:** b. Picture a

### Task c.

- Get pupils to read the sentences in Task c carefully to get the information. Then they scan the story quickly to compare the information in the story with that of the sentences provided before deciding to tick *true* or *false*.

### Notes:

1. The tortoise asked the hare to race.
2. The tortoise said, "Ready, steady, go!"
3. The tortoise rested under a tree.
4. The hare said, "I will win the race."
5. The animals passed the hare.
6. The hare won the race.

- Pupils work independently. 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 part related to the answer.

**Answers:** c. 1. T 2. F 3. F 4. T 5. F 6. F



#### 4. Write.

- Ask pupils to open their Student's Book on Page 33 and draw their attention to the pictures in this section. Tell them the writing purpose: *You are going to observe the pictures from the story The Tortoise and The Hare to complete the speech bubbles.* Get pupils to observe each picture and guess what each animal character says. Then they scan the story quickly to find the appropriate words for their completion.

#### Notes:



- Set the time. Pupils work independently. Remind pupils to write a draft before copying onto a clean sheet of paper for the class display later. Monitor the activity and offer help when necessary.
- Call on a few pupils to read their work to the class.

#### Suggested answers:

Picture b: *Let's have a race.*; Picture c: *Ready, steady, go.* ; Picture d: *I will win the race.*



#### 5. Fun time

##### Do the crossword puzzle.

- Ask pupils to open their Students' Book on Page 33. Stick the large-sized sheet of paper with the puzzle on the board. Get pupils to look at each picture and guess the words to fill in the grid.

##### Answers:



- Pupils work independently to relate the spelling of each word to the corresponding boxes and complete them.
- Monitor the activity and offer help when necessary.
- Call out some pupils to complete the crossword on the large-sized sheet. Get the class to check the words.
- Call on some pupils to spell the words or play the game *The Spelling Bee* with the class.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the favourite characters in a story; and
- to read an animal story and write words in the speech bubbles for a comic strip.

### Homelink

- Pupils select a picture from the story *The Hare and the Tortoise*, copy and colour for the class display in the next lesson. They also prepare the answers to possible questions about their picture.

# UNIT 15 - My Dream House

## Competences

- Asking and answering questions about a dream house
- Asking and answering questions about facilities in a dream house

## New Language

- **Phonics:** *village comfortable*
- **Vocabulary:** *modern, comfortable, hi-fi stereo, cable TV, fridge, view, bus stop, in front of, behind*
- **Sentence Patterns:**
  - What will your dream house be like?*
    - *It'll be a large house in the countryside.*
    - It's got a yard in the front.*
  - What will there be in your dream house?*
    - *There will be a robot. I'll use it to do the housework.*

## Resources

- Student's Book *Tiếng Anh 5, Unit 15, Pp. 34 - 40*
- Audio and visual aids: Recordings and flashcards, sticky tape, and large-sized sheets of paper for teaching points and the dialogues on Page 36 and the song on Page 40.



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about a dream house.

**Warm-up:** Pupils play the game *Slap that word*, using the words related to the topic they have learnt from Unit 2 such as: *house, cottage, flat, block of flats, garden, floor and balcony*.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 34, observe the pictures and read the texts. Get them to identify the characters in the pictures. Then say: *It is Mr Loc's Art class. Mai and Nam are drawing and talking about their dream houses.* Recall the familiar vocabulary and teach the new words: *dream house, yard, view, in the front, by the sea*. Write the vocabulary on the board and get pupils to

repeat each item a few times. Read the lines in the pictures, pausing at times to check pupils' comprehension. 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 to take turns to say the lines from Nam and Mai.



## 2. Point, ask and answer.

- Get pupils to observe the chart. Say: *You are going to practise asking and answering questions about your dream house. Imagine these will be your dream houses.* 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. Teach the new words: *comfortable, modern, facilities, view, in the mountains*. Write the words on the board and get pupils to repeat each item a few times.

### Notes:

a. a large house, village, nice view

b. a modern flat, city, modern facilities

c. a comfortable cottage, mountains, beautiful view



- Model the task with the whole class, using the example. Repeat the step a few times. Call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to ask and answer questions about their dream houses, using the pictures in this section or the true facts of their houses. 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 do well.



## 3. Listen and circle.

- Ask pupils to open their Student's Book on Page 35 and get them to observe the pictures. Say the listening purpose: *You are going to listen to four dialogues in which children are talking about their dream houses. You should listen and circle the letter indicating the appropriate picture.* Remind pupils of some key words: *cottage, flat, house, village, countryside, mountains, by the sea* and get pupils to repeat each item a few times. Do the first example with the whole class.

## Notes:



- 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 observe and circle the pictures.
- Play the recording again for pupils to check their answers.
- Get 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.

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

## Tapescripts:

Voice: You are going to listen to some children talking about their dream houses.

1. Mai: What are you doing, Tom?

Tom: I'm drawing my dream house.

Mai: What will it be like?

Tom: It'll be a cottage in the countryside. (Pause)

2. Mai: What about you, Linda? What will your dream house be like?

Linda: It'll be a large and comfortable flat.

Mai: Where will it be?

Linda: It'll be in a big city, of course. (Pause)

3. Mai: And you, Tony? What will your dream house be like?

Tony: It'll be a cottage.

Mai: Where will it be?

Tony: It'll be in a village. (Pause)

4. Tony: How about you, Mai? What will your dream house be like?

Mai: Well, it'll be a large house in the countryside.

There will be a pond in the front of the house. (Pause)



## 4. Talk.

- Get pupils to observe the pictures of houses in this section and get their comments. Tell them that they are going to ask and answer questions about their dream houses, using the guiding questions.
- Model the activity with a pupil to give pupils a clear idea about the activity.

T: A, look at these pictures. Which type of houses do you like?

A: (points to Picture b): This one, the cottage.

T: What will your dream cottage be like?

A: It'll be large and beautiful. It's got a nice view.

T: Where will it be?

A: It'll be in the mountains.

- Pupils work in pairs to take turns to ask and answer questions about their dream houses, using either the pictures in their Student's Book or the facts of their imaginary dream houses.
- Select some pairs to role play in front of the class. Praise the pair if pupils do well.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about their dream houses, using *What will your dream house be like? – It will be (a large house.), in the (countryside). It's got (a yard in the front). ; and*
- to listen and tick the pictures.

## Homelink

- Pupils draw their dream houses and colour them for the class display in the next lesson. They also prepare the answers to possible questions about their drawings.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*; and
- to listen and number the pictures.

**Warm-up:** Pupils display their homelink work. Then they ask and answer questions about the houses in the pictures.



### 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 sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*. Get pupils to read these words a few times.



## 2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get pupils to repeat each sentence a few times. Read the dialogues again and get pupils to clap the words in focus: one clap for *cottage*, *village* and two claps for *stable*, *comfortable*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the dialogues.

### Tapescripts:

a. Mai: What will your dream house be like, Tom?

Tom: It will be a comfortable cottage. It's got a stable fence around it.

b. Tom: What about your dream house?

Mai: It will be a comfortable house.

Tom: Where will it be?

Mai: It will be in a village.



## 3. Group and say aloud.

- Ask pupils to observe 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 and teach the new vocabulary: *age*, *stable*, *cable* and *able*. Get pupils to repeat each item a few times. Do the first example with the class.
- Set the 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:

**village:** large, cottage, age, sausage

**comfortable:** table, stable, cable, able



## 4. Listen and number.

- Ask pupils to open their Student's Book on Page 37 and get them to observe the pictures. Ask pupils to guess what they are going to hear. Then say: *You are going to listen to Quan's talking about his dream house. Listen and number the pictures in the order.*

### Notes:

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



- 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 answer again.

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

### Tapescripts:

*Voice: Quan is talking about his dream house.*

- 1. Hi. I am Quan. I'm living in a flat in a big city. I do not like my flat because it's small and very noisy. (Pause)*
- 2. I dream to have a new house. It will be in the countryside. It will be large and comfortable in a quiet place. (Pause)*
- 3. There will be a garden in the front of my house. I will grow flowers in the garden. (Pause)*
- 4. There will be many rooms in my house. The living room will be large and there will be a cable TV, a hi-fi stereo and a computer. (Pause)*
- 5. There will be a modern car in my dream house. It will be a fast and smart car. (Pause)*



## 5. Fun time

### Find Someone Who Has ...

**Materials:** 4 picture cards include: 1. a house near the seaside 2. a house in the mountains 3. a house in the countryside 4. a house in the city.

- 4 word cards on which pupils write phrases such as *a dream house near the seaside*, *a dream house in the mountains*, etc.

**How to play the game:** Pupils play the game in groups of eight. Each group is then divided into two sub-groups of four. Each pupil in the sub-groups has either a picture card or a word card.

- Pupils move to ask and answer questions to match the word cards with the picture cards, e.g. *What will your dream house be like? Where will it be?* The first group that has all their word cards and picture cards matched is the winner. The class says "Congratulations!" to the group.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*; and
- to listen and number the pictures.

## Homelink

- Pupils make some word cards on which they write names of the facilities or pieces of furniture in their dream houses for the class display in the next lesson.

## LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about facilities in a dream house; and
- to read and write about a dream house.

**Warm-up:** Pupils display their homelink work. Then they ask and answer questions about the facilities or pieces of furniture in their dream houses.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 38, observe the pictures and read the texts. Set the context: *Tom and Nga are talking about things in their dream houses.* Recall the familiar vocabulary. Write the new vocabulary: *do the housework, learn English* on the board and get pupils to repeat each item a few times. Read the lines in each picture, pausing at times to check pupils' comprehension. Make sure that pupils can understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line.
- Divide the class into two groups to take turns to say the lines from Tom and Nga.



### 2. Point, ask and answer.

- Get pupils to observe the pictures and read the example. Set the context: *You are going to practise asking and answering questions about facilities in a dream house.* Then get pupils' prompts to complete 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. Recall the familiar vocabulary and teach: *cable TV, hi-fi stereo, fridge, keep food fresh.* Get pupils to repeat each item a few times.
- Model the task with the class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs. They take turns to point, ask and answer questions about things in their dream houses. 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 this section or the language of their own. Praise the pair if pupils do well.



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 39. Get them to observe the pictures, read the title and the tasks. Have them guess what they are going to read about. Point to the pictures and elicit pupils' comments on the appearance of the house and the robot. Say: *You are going to read a passage about the facilities in Quan's dream house and do the tasks that follow.* Give pupils a few seconds to read through the tasks and scan the passage. Read the passage, pausing at times to check pupils' comprehension. Teach the key words: *do the cooking or cleaning, relax, ideal.* 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. Make sure that pupils understand the passage and Task a: They are to read the words in focus and find words that can go together. Suggest pupils refer to the reading passage when necessary. Do the first item as an example.

- Set the time. Pupils work independently. Monitor the activity and offer help when necessary. For slow pupils, get them to work in pairs.
- Pupils check their answers in pairs. Call on a few pupils to report the answers to the class.

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

### Task b.

- Get pupils to read the information in the left column of the chart. Tell them to scan the reading passage quickly to find out the appropriate information to complete the chart.
- Set the time and let pupils do the task independently. 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 part related to the answer.

**Answers:**

| Things       | Where                        |
|--------------|------------------------------|
| house        | <i>In the countryside</i>    |
| garden       | <i>In front of the house</i> |
| computer     | <i>In the study</i>          |
| cable TV     | <i>In the bedroom</i>        |
| hi-fi stereo | <i>In the bedroom</i>        |

### Task c.

- Get pupils to read the questions in this task carefully. Then they are to scan the reading passage quickly to find the appropriate information to answer the questions.
- Set the time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on a few pupils to report their answers to the class. Then ask and answer the questions orally.

**Answers:**

- It will be a modern and comfortable house.*
- It will be in the countryside.*
- There will be twelve rooms.*



### 4. Write.

- Ask pupils to open their Student's Book on Page 40 and get them to read the information in the guide. Say the writing purpose: *You are going to write about your*

*dream house. You should read the guide and complete sentences about your dream house.*

Do the first example with the class: *My dream house will be a large cottage.*

- Set the time and let pupils work independently. Remind them to write a draft before copying onto a clean sheet of paper for the class display later. Monitor the activity and offer help when necessary.
- Call on a few pupils to read their work to the class. The rest of the pupils listen and give their comments.



## 5. Fun time

Tune: **There's a Hole in the Bucket**

Lyrics:

### There's a Car in the Garage

*There's a car in the garage,  
Dear Linda, dear Linda.  
There's a car in the garage,  
Dear Linda, there's a car.*

*Then drive it, dear Tony,  
Dear Tony, dear Tony.  
Then drive it, dear Tony,  
Dear Tony, drive it.*

*With what shall I drive it,  
Dear Linda, dear Linda?  
With what shall I drive it,  
Dear Linda, with what?*

*With your hands, dear Tony,  
Dear Tony, dear Tony.  
With your hands, dear Tony,  
Dear Tony, with your hands.*

- Ask pupils to open their Students' Book on Page 40. Stick the large-sized sheet of paper with the song written on it on the board. Tell pupils to observe the picture and read the song lyrics. Ask them to guess what the song is about. Then say: *You are going to sing a song about how to drive a car.* Read each line of the lyrics and check pupils' comprehension. Teach the question *With what shall I drive it?*
- Play the recording three times: once for pupils to listen all the way through, once for them to repeat and once for them to sing along the music. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to sing the lines from Linda and Tony.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about facilities in a dream house; and
- to read and write about a dream house.

## Homelink

- Pupils sing the song *There's a Car in the Garage* at home.

# Review 3

**Objectives:** In this review unit, the teacher will help pupils to revise topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 11 – 15. 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 Hai, Review 3, Pp. 41 – 46*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 11 – 15.



## A. SUMMARY

### BOOK MAP

| Me and My Family                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Unit 11. What's the Matter with You?                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |                                     |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about common health problems</li> <li>• Expressing health problems and giving responses</li> </ul>                     | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What's the matter with you?                             <ul style="list-style-type: none"> <li>– I've got a headache.</li> </ul> </li> <li>• I've got a sore throat.                             <ul style="list-style-type: none"> <li>– You should see the doctor.</li> <li>– You shouldn't eat ice-cream.</li> </ul> </li> </ul>                | <b>Vocabulary</b> <p>arm, headache, earache, sore eyes, stomachache, toothache, backache, sore throat, temperature, cold, matter, should</p> | <b>Phonics</b> <p>arm<br/>ear</p>   |
| Unit 12. Our Free-time Activities                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                              |                                     |
| <b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about free-time activities</li> <li>• Asking and answering questions about free-time activities in the past</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What do you do in your free time?                             <ul style="list-style-type: none"> <li>– I often draw pictures.</li> </ul> </li> <li>• What did you do in Nha Trang?                             <ul style="list-style-type: none"> <li>– First, I went to Tri Nguyen Aquarium. Then I visited Vinpearl Land.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>starfruit, resort, cable car, palace, go sightseeing, go camping, go skating</p>                                        | <b>Phonics</b> <p>draw<br/>star</p> |

## Unit 13. Accident Prevention

|                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |                                                                                                                  |                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Expressing concerns with possible accidents and giving responses</li> <li>Asking and answering questions about accident prevention</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>Don't ride too fast. You may fall off your bike. <ul style="list-style-type: none"> <li>OK. Thanks.</li> </ul> </li> <li>Why shouldn't they jump into the river? <ul style="list-style-type: none"> <li>Because they may drown.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown</p> | <b>Phonics</b> <p><u>ride</u></p> <p><u>Jim</u></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|

## Unit 14. My Favourite Stories

|                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                         |                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about the main events in a story</li> <li>Asking and answering questions about the favourite character in a story</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What happened first? <ul style="list-style-type: none"> <li>The fox asked, "Will you give me some meat?"</li> </ul> </li> <li>What happened finally? <ul style="list-style-type: none"> <li>The fox said, "Yummy, yummy!"</li> </ul> </li> <li>What character do you like? <ul style="list-style-type: none"> <li>I like the fox. It's very clever.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise</p> | <b>Phonics</b> <p><u>crow</u></p> <p><u>cowshed</u></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------|

## Unit 15. My Dream House

|                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                         |                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about a dream house</li> <li>Asking and answering questions about facilities in a dream house</li> </ul> | <b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What will your dream house be like? <ul style="list-style-type: none"> <li>It'll be a large house in the countryside. It's got a yard in the front.</li> </ul> </li> <li>What will there be in your dream house? <ul style="list-style-type: none"> <li>There will be a robot. I'll use it to do the housework.</li> </ul> </li> </ul> | <b>Vocabulary</b> <p>modern, comfortable, hi-fi stereo, cable TV, fridge, view, in front of, behind</p> | <b>Phonics</b> <p><u>village</u></p> <p><u>comfortable</u></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|

## Review 3

- 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 11 to Unit 15.* Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers to the using purpose of each exchange (a pair of question and answer/response). Tell them to refer to the Functions 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 pupils to repeat each word in the Phonics column. Tell them to notice the underlined letters and their pronunciation.

## B. REVIEW

### I. VOCABULARY AND SPELLING

#### 1. Choose the letters that complete the words below. Use **ow** for two words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 41. Draw their attention to the letters in this section and say: *You are going to complete each word under the picture, using the letters given.* 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. 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 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 as necessary.

#### Answers:

a. alarm      b. glide      c. slim      d. car      e. tear  
f. draw      g. table      h. stage      i. cow      j. show

#### 2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 42. Draw pupils' 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 shouldn't he do?* Class: *He shouldn't glide down the staircase.* 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 as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

#### Answers:

a. slide      b. earache      c. drown      d. throat      e. draws  
f. fishing      g. crow      h. fox      i. will      j. robots

#### 3. Draw a line to match the words that go together.

- Ask pupils to open their Student's Book on Page 43. Get them to look at the chart of the words. 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: *break a leg*.
- 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 aloud.

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

## II. LISTENING

### 1. Listen and tick.

- Ask pupils to open their Student's Book on Page 43 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and tick the appropriate picture corresponding to the information.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Then point to each picture and ask pupils what each picture is about. Tell pupils not to worry if they do not understand every word. They should make guesses based on the main information they need to tick the pictures as they listen.

#### Notes:



- 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 pictures.
- 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. a 2. c 3. c 4. b 5. b

#### Tapescripts:

- Girl: Ouch!

Boy: What's the matter?

Girl: The tea pot is so hot.

Boy: Be careful. You may get a burn with it. (Pause)

2. *Boy: Let's do a puzzle!*  
*Girl: Well, it's too boring. Look. The weather's fine.*  
*Boy: Yeah. How about going swimming?*  
*Girl: Great idea! Let's go to the swimming pool. (Pause)*
- 3 *Boy: What are you drawing?*  
*Girl: A crow.*  
*Boy: Why do you draw it?*  
*Girl: Well, for the cover of the story "The Clever Fox and the Crow".*  
*Boy: Oh, I see. I know that story. (Pause)*
4. *Doctor: What's the matter with you?*  
*Boy: I've got a toothache.*  
*Doctor: Take a seat. Open your mouth, please. Which one?*  
*Boy: This one. Ouch!*  
*Doctor: Well, well ... It's got a big cavity. (Pause)*
5. *Boy: What will your dream house be like?*  
*Girl: Well, it will be a large house by the sea. It'll get a beautiful view.*  
*Boy: How many rooms will there be in the house?*  
*Girl: Fifteen.*  
*Boy: Oh, so many rooms. (Pause)*

## 2. Listen and number.

- Ask pupils to open their Student's Book on Page 44 and tell them the listening purpose: *You are going to listen to a passage about a holiday. Listen and number the pictures.* Point to each picture and ask pupils to guess what the picture is about. Remind pupils not to worry if they do not understand every word. Pupils should focus on the main idea of the passage and number the pictures in the correct order as they listen.

### Notes:

- 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 number the pictures.
- 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.



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

### Tapescripts:

*Minh and his brother have spent a week with their grandparents in Da Nang.*

- 1. On Saturday morning, after breakfast, Minh and his brother went swimming in the sea near the house. They came home for lunch at noon. (Pause)*
- 2. In the afternoon, they went fishing at the lake in the area. They were very happy because they caught a lot of fish for the dinner. (Pause)*
- 3. Now, Minh and his brother are climbing up some caves. On the way to one of the caves, Minh's brother tells him not to climb on a huge stone because Minh may fall down. Then, it may be difficult for them to get down the mountain. (Pause)*
- 4. In the afternoon, Minh and his brother will stay at home. Minh wants to draw some pictures of the caves and read some stories about mountain climbing. (Pause)*
- 5. Tomorrow Minh's brother is going to take their grandfather to the doctor because the old man has got a pain in his legs. The doctor will check his legs and Minh's brother will be with him. (Pause)*

## III. READING AND WRITING

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

- Ask pupils to open their Student's Book on Page 44 and say: *You are going to review the sentence patterns from Unit 11 to Unit 15 by matching each question in the left column with the appropriate answer in the right column.* Get pupils to read the sentences 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. 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 re-read the questions and answers related to the problem in their books.
- Get pupils to repeat all the exchanges.

**Answers:** 1. d 2. e 3. f 4. h 5. b 6. a 7. g 8. c

### 2. Read the passage and do the tasks.

#### Tasks a, b & c

- Ask pupils to open their Student's Book on Page 45 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/phrases: *three-storey house, a fireplace, keep the house warm*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *will*.

- Individual work. Set time. Pupils read and do the task.
- Get pupils to check the 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.

### Answers:

#### Task a

1. T    2. F    3. F    4. T    5. T

#### Task b

*the dream house*

#### Task c

1. *By the sea.*
2. *It will be in the front of the house.*
3. *Three.*

## IV. SPEAKING

### 1. Ask and answer questions about what is happening in each picture.

- Ask pupils to open their Student's Book on Page 46 and set the context: *You are going to ask and answer questions about the pictures using the guiding questions*. Get pupils to look at each picture and find appropriate guiding questions used to ask and answer about the picture.

### Suggestions

Picture a: *Where is he?*

Picture b: *What time is it?*

Picture c: *Where is he going?*

Picture d: *What's happening?*

Picture e: *What happens next?*

Picture f: *What happens to his arm?*

- Pupils work in pairs to take turns to ask and answer questions about each picture. Monitor the activity and offer help as necessary.
- Call on some pairs to demonstrate the task in front of the class. Praise the pair if they have a good performance in pronunciation.

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

- Ask pupils to open their Student's Books on Page 46 and stick the large - sized 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 four 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 crosses in turns and say, e.g. *In Picture a, there is a cat and a dog but in Picture b there are 2 cats.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.
- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity.
- Call on a few pupils to report the differences.

### Answers:



| Picture a                                   | Picture b                                   |
|---------------------------------------------|---------------------------------------------|
| There is a cat and a dog.                   | There are two cats.                         |
| The prince is standing behind the princess. | The princess is standing behind the prince. |
| The prince is standing, holding a shoe.     | The princess is sitting, peeling a potato.  |
| There is a magician.                        | There is no magician.                       |

# UNIT 16 - The Weather and Seasons

## Competences

- Asking and answering questions about the weather
- Asking and answering questions about the seasons

## New Language

- **Phonics:** *stormy cold*
- **Vocabulary:** *forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons*
- **Sentence Patterns:** *What will the weather be like tomorrow?*  
– *It'll be cold and stormy.*  
*What's summer like in your country?*  
– *It's often hot. There is much rain.*

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 16, Pp. 47 - 53*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points and weather maps of Viet Nam.



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about the weather.

**Warm-up:** Get pupils to play the game *Flap that Picture* and sing *The Weather Song* they have learnt (using the weather icons from Tiếng Anh 3 - P. 42: *sunny, rainy, windy, cloudy* and *The Weather Song* on P. 43 of the same book).



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 47, observe the pictures, read the title and the texts. Elicit pupils' comments on the pictures. Set the context: *Mai is watching the weather forecast on TV.* Read each line in the pictures, pausing at times to check pupils' comprehension, using English and Vietnamese when necessary. Use a weather map of Viet Nam to show the places: *the north, Central and the south of Viet Nam.* Write the new vocabulary on the board:

welcome, weather forecast, foggy, the north or Central or the south of Viet Nam. Get pupils to say each new vocabulary item a few times. Make sure that pupils can understand the situation and the language used.

- 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 from Mai and the weather woman.



## 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Then ask pupils to repeat the question and the answer a few times. Get pupils' comments on the pictures and get them to repeat the prompts a few times.
- Model the task with the whole class, using the example. Call on a few open pairs to continue in the same way with all the pictures.

### Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about the weather. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.



## 3. Listen and complete.

- Ask pupils to open their Student's Book on Page 48 and get them to observe and get the information from the chart. Check pupils' comprehension. Say the listening purpose: *You are going to listen and complete the chart with the information from the weather forecast of Viet Nam.*

### Notes:

- 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 read and complete the chart. Pause after each part for pupils to have sufficient time to read and write.

| What's the weather like? | Today           | Tomorrow         |
|--------------------------|-----------------|------------------|
| The north                | cold and        | cold rainy       |
| Central                  | _____ and foggy | cold and _____   |
| The south                | _____ and _____ | _____ and stormy |

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

## Answers:

| Today            | Tomorrow |
|------------------|----------|
| The north: windy | cold     |
| Central: cool    | foggy    |
| The south: rainy | cool     |

## Tapescripts:

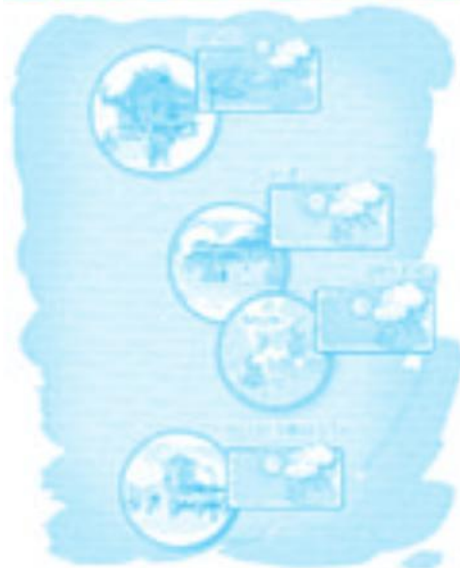
*Weather man: Good morning and welcome to the weather forecast. Here's the weather forecast for Viet Nam today... Well, it's cold and windy in the north, (Pause) cool and foggy in Central, (Pause) humid and rainy in the south. (Pause)*

*... And let's see what the weather will be like tomorrow. Well, it'll be cold and rainy in the north, (Pause) cold and foggy in Central. (Pause) It'll be cool and stormy in the south. (Pause) That's the weather forecast for today. Have a good day!*

## 4. Talk.

- Get pupils to open their Student's Book on Page 48 and read the texts. Make sure pupils can understand the activity: They are to read the guiding questions, observe the weather icons and read the temperature on the weather map of Viet Nam to role play as a weather man or weather woman and a caller who wants to know the current and future weather in his or her locality.

## Notes:



- Pupils work in pairs. One is the weather man or woman. The other telephones to ask about the weather.
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

## Example

*Weather man or woman: Good morning. This is the weather man (woman). What can I do for you?*

*Caller: Good morning. Can you tell me about today's weather? What's the weather like in Ha Noi today, please?*

*Weather man or woman: It's ....*

*Caller: And what about tomorrow?*

*Weather man/woman: It'll be... Thank you for calling. Have a nice day.*

*Caller: Thank you for your help.*

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the weather, using *What will the weather be like tomorrow? It'll be (cold) and (foggy)*; and
- to listen and complete an informative chart of weather forecast.

## Homelink

- Pupils copy the weather map of Viet Nam and four weather icons and colour 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 **or** in *stormy* and the sounds of the letters **ol** in *cold*; and
- to listen and number the weather pictures.

**Warm-up:** Pupils display their homelink work: *the weather map of Viet Nam and the weather icons*. Then they use the pictures displayed to ask and answer questions about the weather.



#### 1. Listen and repeat.

- Get pupils to open their Student's Book on Page 49. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of letters **or** as in *stormy* and the sounds of the letters **ol** as in *cold*. Get pupils to listen and repeat these two words a few times.



#### 2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get pupils to repeat each line a few times. Read the dialogues again and get pupils to clap at the words in focus: one clap for *stormy*, *storms*, *popcorn* and two claps for *cold*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into two groups to take turns to repeat the lines from Linda and Mai.

#### Tapescripts:

- a. Linda: Tomorrow is Sunday. Let's go for a picnic.  
Mai: It will be cold and stormy.  
Linda: How do you know it?  
Mai: I watched the weather forecast on TV.

b. Linda: *I don't like storms at all.*

Mai: *So tomorrow we won't go for a picnic.*

*We'll stay at home, eat popcorn and watch films on TV.*



### 3. Group and say aloud.

- Ask pupils to observe the chart and the word box. Tell them about the activity. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words and pre-teach: *told* and *fold*. Get pupils to repeat each word a few times. Do the first example with the whole class.
- Set the 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:

**stormy:** popcorn, storm, worn, story

**cold:** old, sold, told, fold



### 4. Listen and number.

- Get pupils to open their books on Page 50 and observe the pictures. Ask them to guess what they are going to listen. Tell them the listening purpose. Then elicit pupils' comments on the pictures.

#### Notes:



- Play the recording three times: once for pupils to listen all the way through and once for them to do the task and once for them 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 related to the answer again.

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

#### Tapescripts:

1. John is planning a picnic on Sunday. He's talking to

Tony. John: *Let's go for a picnic this Sunday.*

Tony: *Well, we should stay indoors.*

John: *Why?*

Tony: *It'll be cold and stormy on Sunday.*

John: *How do you know?*

Tony: *The weather man said that on TV early this morning.*

2. *The children are at Mai's house. They are working on a school project. Mai: I don't see Nga here. Where is she?*  
*Nam: She can't come with us.*  
*Mai: Why not?*  
*Nam: It's windy and rainy today.*  
*Mai: Oh, I see.*
3. *Mai is talking with her mother about her school visit to the zoo.*  
*Mai: Tomorrow we are going to visit the zoo.*  
*Mrs Lan: Don't forget your hat and water. It'll be very hot and sunny.*  
*Mai: Yes, Mum. Thanks.*
4. *Nam is planning an outdoor activity for his class.*  
*Nam: What will the weather be like tomorrow, Mai?*  
*Mai: I don't know. Why do you want to know?*  
*Nam: I'm planning an outdoor activity for our class tomorrow.*  
*Mai: You should ask Quan. He listens to the weather forecast every day.*
5. *Nam is going to school. He's saying goodbye to his mother. Mrs Binh: Are you ready for school, Nam?*  
*Nam: Yes, Mum.*  
*Mrs Binh: You should put on your warm clothes.*  
*It'll be very cold and windy in the afternoon.*  
*Nam: Thanks, Mum.*



## 5. Fun time

### Weather Sentences

- Ask pupils to open their Student's Book on Page 50. Set the context: *You're going to play the game Weather Sentences. Do you know how to play it?* Explain how to play the game.

### Materials:

- Sets of picture cards about the weather (*rainy, sunny, windy, snowy, stormy*);
- Sets of word cards for days: **today** and **tomorrow**;
- Sets of temperature cards: **H** (*hot*), **C** (*cold*), **W** (*warm*), **Co** (*cool*).

### How to play the game:

- Pupils play in pairs to take turns to display the cards; then they ask and answer questions about the weather.

### Example

- Pupil A selects and arranges one sunny card, one **today** card, and one **H** card on the desk. Then he or she asks: *What's the weather like today?*
- Pupil B observes the cards and answers: *It's hot and sunny today.*
- Or Pupil B arranges one windy card, one **tomorrow** card, and one **C** card. Then he or she asks: *What will the weather be like tomorrow?*
- Pupil A observes the cards and answers: *It will be windy and cold tomorrow.*
- Set the time and let pupils play in pairs.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **or** as in *storm* and the sounds of the letters **ol** as in *cold*; and
- to listen and number the pictures.

## Homelink

- Pupils make word cards to play the game *The Weather Sentences* and colour for the class display in the next lesson.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about the seasons;
- to read an informative text on the weather and seasons in different parts of Viet Nam; and
- to write about the weather and seasons in their localities.

**Warm-up:** Pupils display their word cards for the game *The Weather Sentences*. Then they use them to ask and answer questions about the weather.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 51. Set the context: *Mai and Akio are talking about the different weather in their countries*. Ask pupils to observe the pictures and elicit their comments on the seasons. Read the lines and check pupils' comprehension.
- Play the recording 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 to take turns to say the sentences in each picture.



#### 2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Then ask pupils to repeat each sentence a few times. Teach the new vocabulary: *spring, summer, autumn, winter, warm, rain, wind* and get pupils to repeat each word a few times.

## Notes:



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 52. Set the context, using the weather map of Viet Nam and some weather icons. Recall and teach the key vocabulary: *major*, *province*, *dry*. Write the key words on the board and get pupils to repeat them a few times. Ask pupils to guess what the reading is about. Read the passage, stop at times to check their understanding. Check if pupils understand Task a: They are to read and get the missing information from the chart in Task a and scan the passage quickly to find the appropriate information to complete the chart.
- Pupils do the task independently. Give them sufficient time to get the information and complete the chart. Move around to monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs before calling some pupils to report the answers to the class. Ask pupils to read the passage related to the answer again if there is any disagreement.

#### Answers:

| City                         | Seasons | Weather          | Month                                |
|------------------------------|---------|------------------|--------------------------------------|
| Ha Noi, Ha Phong, Quang Ninh | four    | cool, dry        | November to April                    |
| Da Nang, Hue                 | two     | hot, dry, cooler | November to April<br>May to November |
| Ho Chi Minh City             | two     | hot, dry, cooler | November to April<br>May to November |

#### Task b.

- Tell pupils about the activity: They are to read the questions in Task b carefully and scan the passage quickly to find the appropriate information for their answers.
- Set the time and move around the classroom to monitor the activity and offer help as necessary.
- Get a few open pairs to report the answers to the class. The rest of the pupils make comments as necessary.
- Assign some open pairs to ask and answer the questions orally.

#### Answers:

1. They are *spring*, *summer*, *autumn* and *winter*.
2. They are the *dry season* and the *rainy season*.

## Follow-up

- Pupils work independently to copy the correct answers onto their copy-books.

**Task c.** is an optional activity for better pupils. Pupils make an oral presentation to comment the information in the above passage and talk about the weather features of their localities.



### 4. Write.

- Get pupils to open their books on Page 53 and read the guiding questions. Tell pupils about the activity: They are to complete the writing frame with the information of their local weather and seasons, relying their writing on the guiding questions. Check pupils' comprehension of the texts.
- Set the time and remind pupils to draft before copying their writing onto their copy-books.
- If there is not enough class time, turn it into a homelink activity: Pupils do their writing at home and copy their writing onto a clean sheet of paper for the class display in the next lesson.



### 5. Fun time

Tune: **London Bridge Is Falling Down**

Lyrics:

#### The Weather Song

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <i>What's the weather like today</i> | <i>What will the weather be like</i> |
| <i>My dear friends</i>               | <i>My dear friends</i>               |
| <i>My dear friends?</i>              | <i>My dear friends?</i>              |
| <i>It's windy and there is rain</i>  | <i>It will be cold and snowy</i>     |
| <i>My dear friends.</i>              | <i>My dear friends.</i>              |

- Ask pupils to open their Student's Book on Page 53. Stick the large-sized sheet of paper with *The Weather Song* written on it on the board. Discuss the pictures with pupils. Check pupils' comprehension of the lyrics.
- Play the recording three times: once for pupils to listen all the way through and once for them to repeat each line a few times, and once for the whole class to sing along the music.
- Divide the class into two groups. Each group sings the questions and the answers in turns.
- Pupils practise singing in groups, doing actions.
- Call on a few groups to sing the song in front of the class.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the seasons, using *What's (summer) like in your country? – It's (often hot). There (is much rain).;* and
- to read about the weather and seasons in different parts of Viet Nam and write about the weather and seasons in their localities.

## Homelink

- Pupils do their writing task at home for the class display in the next lesson.

# UNIT 17 - My Hometown

## Competences

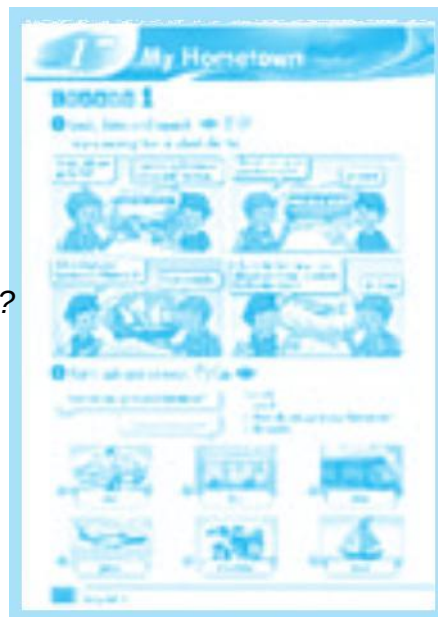
- Asking and answering questions about means of transport
- Asking and answering questions about a trip duration from one place to another

## New Language

- **Phonics:** *coach north*
- **Vocabulary:** *hometown, taxi, coach, motorbike, underground, scenery, hour, minute, far*
- **Sentence Patterns:** *How did you get to your hometown?*
  - *By coach.*
  - How long does it take to get there by train?*
  - *Two hours.*

## Resources

- Student's Book *Tiếng Anh 5, Tập Hai, Unit 17, Pp. 54-60*
- 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 means of transport.

**Warm-up:** Get pupils to display their homelink writing about the weather and seasons. Then pupils play the game *Jumbled letters*, using the words indicating means of transport they have learnt previously such as *car, bus, bike, plane, boat, and ship*.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 54 and get them to read the title and observe the pictures to identify the characters. Set the context: *Tony is meeting Nam at school after Tet. You are going to listen to their dialogues about the trips to their hometowns.* Pre-teach the new vocabulary: *hometown, province, coach* and *far*. Write the words on the board and get pupils to say each of them a few times. Read the lines in the pictures, pausing at times to check pupils' comprehension. Use a mixture of English and Vietnamese to ensure that pupils can understand the situation and 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 from Tony and Nam.



## 2. Point, ask and answer.

- Ask pupils to open their Students' Book on Page 54. Get them to observe the pictures and read the example. Then elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat each sentence a few times. Pre-teach the new vocabulary: *taxi*, *motorbike* and recall the words that the pupils have known. Go through the prompts under the pictures and get pupils to repeat each item a few times.
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue with all the pictures in the same way.
- Pupils work in pairs to take turns to ask and answer questions, using the pictures. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair if pupils do well.



## 3. Listen and circle.

- Ask pupils to open their Student's Book on Page 55. Tell them the listening purpose: *You are going to listen to some pupils talking about their trips to their hometowns or villages. You should circle the letters indicating the appropriate answers as you listen.* Get pupils to read the sentences provided and check their comprehension. Ask them to guess the answers.

### Notes:

1. Nga went to see her grandparents by \_\_\_\_\_.  
a. bus              b. motorbike      c. coach
2. Linda went to her hometown by \_\_\_\_\_.  
a. train            b. coach            c. plane
3. Linh went to her home village by \_\_\_\_\_.  
a. motorbike      b. train            c. ship
4. Mai went to her hometown by \_\_\_\_\_.  
a. boat            b. taxi              c. plane

- 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 read and circle the appropriate letters indicating the answers.
- Replay the recording for pupils to check their answers. Get pupils to correct their answers in pairs. Ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again. Read out the correct answer to the class.

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

### Tapescripts:

1. *Hello. My name's Nga. I live in Ha Noi, but my grandparents live in a village in Nam Dinh Province. Last weekend, we went back to Nam Dinh by motorbike.*
2. *Hi. I'm Linda. My hometown is in the north of England. It's a small town. I went there by train on my last holiday.*
3. *Hello, everyone. My name is Linh. I live in a small village. Last summer I went back to my village with some friends by ship.*
4. *Hello. My name's Mai. My hometown is in the south of Viet Nam. It's by the sea. I go back to my hometown once or twice a year. Last month, I went there by plane.*

### 4. Talk.

- Ask pupils to open their Student's Book on Page 55 and get them to read the guiding questions and observe the pictures. Make sure pupils understand the activity: They are to select two places on the map – one for their current location and one for their hometown. Then they ask and answer questions about the means of transport they take from their current location to the hometown, using the guiding questions.
- Pupils work in pairs. They make use of the language they have learnt together with the new one in the lesson.
- Call on an open pair to perform the task in front of the class. Praise the pair if they do well.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about means of transport, using *How did you get to your hometown? – By (coach).; and*
- to listen and circle the letters indicating the missing information in the sentences.

### Homelink

- Pupils select a simple picture of means of transport in their Student's Book, copy and colour it for the class display in the next lesson. They also prepare the answers for possible questions asked by their classmates.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letters **ch** as in *coach* and that of the letters **th** as in *north*; and
- to listen and complete a chart.

**Warm-up:** Pupils display their homelink drawings and answer possible questions. Then they play the game *Slap that Picture*, using the displayed pictures.



### 1. Listen and repeat.

- Get pupils to open their Student's Book on Page 56. 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 **ch** as in *coach* and that of the letters **th** as in *north*. Have pupils repeat these two words a few times.



### 2. Listen and read together.

- Get pupils to observe the pictures, read the dialogues and notice the words in focus. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get them to repeat each sentence a few times. Read the dialogues again and get pupils to clap the focused words: one clap for *much*, *coach*, and two claps for *Beth*, *month* and *north*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into two groups to take turns to repeat the lines from Beth and Ruth.

### Tapescripts:

*Ruth: Hi, Beth. Where did you go last month?*

*Beth: I went to my home village.*

*Ruth: Did you have a good time?*

*Beth: Yes. I had much fun there.*

*Ruth: Where is your home village?*

*Beth: It's in the north of England.*

*Ruth: How did you last get there?*

*Beth: By coach.*



### 3. Listen, complete and say aloud.

- Ask pupils to open their Student's Book on Page 56. Get them to read the texts and make sure they understand the task: They are to listen and complete the words provided with **ch** or **th**. Do the first example with pupils.

## Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each word for pupils to have sufficient time to read and complete each word.
- Have 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 completed.

## Tapescripts:

1. lunch 2. teach 3. month 4. south  
5. tooth 6. much 7. beach 8. catch

## Answers:

1. ch 2. ch 3. th 4. th  
5. th 6. ch 7. ch 8. ch



## 4. Listen and complete.

- Ask pupils to open their books on Page 57 and observe the chart. Tell them the listening purpose: *You are going to listen to four dialogues. The speakers talk about the trips to their hometowns or villages and the means of transport to get there. You should complete the chart with the missing information as you listen.*

## Notes:

| Speaker | Place                | By    |
|---------|----------------------|-------|
| 1. Minh | north of Ho Chi Minh | _____ |
| 2. Hong | Hanoi                | _____ |
| 3. Lan  | Australia            | _____ |
| 4. Hoa  | south of Ho Chi Minh | _____ |

- 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 read and complete the missing information.
- Replay the recording for pupils to check their answers. Get pupils to exchange their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement, play the recording related to the answer again.

**Answers:** 1. coach 2. train 3. plane 4. motorbike

## Tapescripts:

1. Tom: *How often do you go to your hometown, Minh?*  
Minh: *Not very often. It is very far from here. It's in the north of Ha Tinh.*  
Tom: *How did you go there the last time?*  
Minh: *By coach. (Pause)*
2. Linda: *Where is your hometown, Hung?*  
Hung: *In Nam Dinh Province.*  
Linda: *How did you go there the last time?*  
Hung: *By train.*
3. Thu: *Where is your home country, Lisa?*  
Lisa: *It's Australia.*  
Thu: *How did you go there the last time?*  
Lisa: *By plane, of course.*
4. Mr Loc: *What do you often do in your free time, Miss Hien?*  
Miss Hien: *I go to my home village.*  
Mr Loc: *Is it far from here?*  
Miss Hien: *No. It's in the south of Ha Noi.*  
Mr Loc: *How did you go there the last time?*  
Miss Hien: *By motorbike.*



## 5. Fun time

Tune: **The Finger Family (Nursery rhyme)**

Lyrics:

### To-My-Home-Town Song

*I went by bus,  
I went by bus  
To my hometown.  
I had fun,  
I had fun  
All the way home.*

*I went by train,  
I went by train  
To my hometown.  
I had fun,  
I had fun  
All the way home.*

- Ask pupils to open their Student's Book on Page 57. Stick the large-sized sheet of paper with the song *To-My-Home-Town* written on it on the board. Discuss the pictures with pupils and check their comprehension of the lyrics.
- Play the recording three times: once for pupils to listen all the way through, once for them to repeat each line a few times and once for them to sing along the music.
- Divide the class into groups to take turns to sing each half of the song.
- Pupils practise singing in groups and doing actions. Call on a few groups to sing the song in front of the class. The rest of the class claps the beats.

## Follow-up

- Pupils sing the song at home, replacing *bus* and *train* with other means of transport such as *bike*, *boat*, *ship* and *plane* in turns.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **ch** as in *coach* and that of the letters **th** as in *north*; and
- to listen and complete a chart; and sing the *To-My-Home-Town Song*.

## Homelink

- Pupils practise singing the *To-My-Home-Town Song*, replacing words indicating means of transport in turns.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about a trip duration from one place to another; and
- to read and write a passage about their hometown trips.

**Warm-up:** Pupils sing *To- My-Home-Town Song*, replacing *bus* and *train* with different words indicating means of transport in turns.



#### 1. Look, listen and repeat.

- Get pupils to open their Student's Book on Page 58, observe the pictures and read the texts to identify the characters. Set the context: *Nga is meeting Linda after the weekend. You are going to listen to their dialogues.* Read the lines in the speech bubbles. Stop at times to check pupils' comprehension. Make sure that they understand the situation and 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 two groups. The groups take turns to say the words from Nga and Linda.

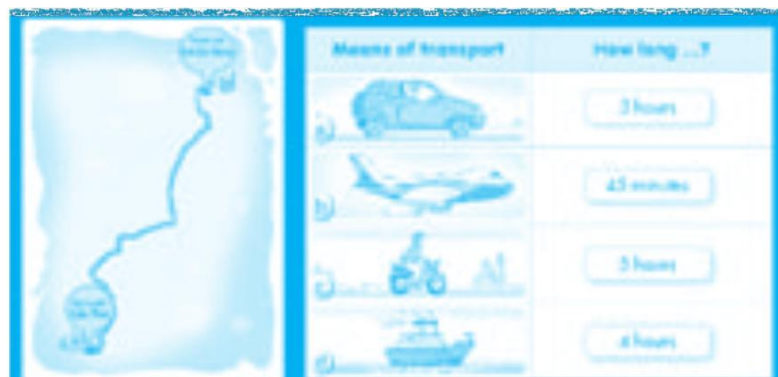


#### 2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 58, get them to observe the pictures and read the example. Elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat each sentence a few times.
- Ask pupils to look at the picture and the chart under the example. Elicit their answers related to the means of transport in the left column and the duration of the trips provided in the right column.
- Model the task with the whole class, using the chart. Say: *Imagine you are going from Ho Chi Minh City to Can Tho. Point to Picture a: How long does it take to get there by car?* Pupils: *Three hours.* Repeat the step a few times. Then call on some open pairs to continue with the rest of the pictures in the same way.

- Pupils work in pairs to take turns to ask and answer questions, using the pictures in this section. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class. Praise if the pair has a good job.

### Notes:



| Means of transport | How long ...? |
|--------------------|---------------|
| a. Car             | 3 hours       |
| b. Airplane        | 45 minutes    |
| c. Motorcycle      | 3 hours       |
| d. Train           | 4 hours       |



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 59 and get them to observe the pictures, read the title, and the tasks. Say: *You are going to read the passage and find the words that "They" and "there" refer to.* Recall the familiar vocabulary and pre-teach the key words: *London King's Cross railway station, Underground, scenery, on the way, local.* Write the new words on the board and get pupils to repeat them a few times. Tell pupils to identify the words in focus in the passage. Explain that *they* and *there* can replace a noun or a noun phrase. Give pupils a few examples in which these two words are used.
- Set the time for pupils to scan Lines 3 and 7 of the passage quickly for the words that *they* and *there* replace. Pupils work independently.
- Ask a few pupils to report their answers to the class and get them to explain how they come to the result (they can say in Vietnamese when necessary).

#### Answers:

*they* (line 3): Lisa's grandparents  
*there* (line 7): Lisa's hometown

#### Task b.

- Tell pupils about the task: They are to read the questions in Task b carefully, and scan the passage quickly for the appropriate information for the answers.

### Notes:

1. Where is Lisa's hometown?
2. How does she get to London King's Cross railway station?
3. How does she get from London King's Cross railway station to her hometown?
4. How long does it take her to travel there by train?
5. Why does she prefer travelling there by train?

- Set the time and get pupils to work independently. Monitor the activity and offer help when necessary.
- Pupils check their answers in pairs. Ask a few pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to reread the part related to the answer.

### Answers:

1. *In the north of England.*
2. *By Underground.*
3. *By train.*
4. *Four hours.*
5. *Because she can enjoy the beautiful scenery on the way.*



### 4. Write.

- Get pupils to open their Student's Book on Page 60, observe the picture and read the guiding questions. Check pupils' reading comprehension and show them how to do the task: They are to think about the means of transport they might use to get to their (imaginary) hometown and the trip duration to get there. They should base their writing on the guiding questions. Remind pupils of drafting before copying onto their copy-books.
- Set the time for pupils to write independently. Monitor the activity and offer help as necessary. If there is not enough class time, turn it into a homework activity: Pupils do their writing at home and copy it onto a clean sheet of paper for the class display in the next lesson.
- Have pupils display their writing work for their classmates to read and comment.

*The answers vary according to individual writing.*



### 5. Fun time

#### Bingo

- Ask pupils to open their Student's Book on Page 60 and set the context: *You're going to play the game Bingo.* (Read the instructions for the game Bingo on P.19, *Introduction*)
- Call out the words at random and tell pupils to delete the word they hear. The first pupil who deletes the three words on any straight line calls out "Bingo". He or she is the winner of the game. Then the game starts again.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about a trip duration from one place to another; and
- to read and write a passage about their hometown trip.

### Homelink

- Pupils complete their writing task at home and copy onto a clean sheet of paper for the class in the next lesson. They also get ready for an oral presentation to their classmates at request.

# UNIT 18 - Life in the Village and City

## Competences

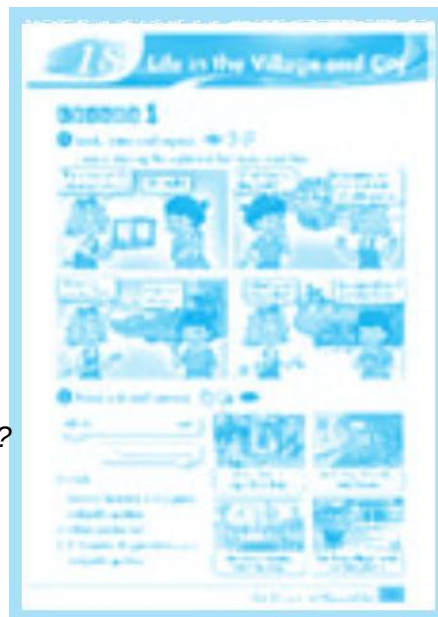
- Asking and answering questions about what a village / town / city is like
- Asking and answering questions about how to compare two places or things

## New Language

- **Phonics:** go got
- **Vocabulary:** life, mount, bridge, traffic, high, noisy, peaceful, quiet
- **Sentence Patterns:** What's London like?
  - It's beautiful. It's got a lot of parks and public gardens.Which city is bigger, Tokyo or London?
  - Tokyo is.

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 18, Pp. 61 - 67*
- 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 a village / town / city is like.

**Warm-up:** Get pupils to brainstorm what they know about life in the countryside and in the city, using pictures related to people and things in these places.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 61. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters in each picture and what is happening in each picture. Set the context: *Linda is showing Thu a photo of her house in London. You are going to hear them talk about their hometowns.* Read each line in the pictures, stopping at times to check pupils' comprehension, using English or Vietnamese when necessary. Make sure that pupils can understand the situation and 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 from Linda and Thu.



## 2. Point, ask and answer.

- Get pupils to observe the pictures. Say: *You are going to practise asking and answering questions about what a city/a town/a village is like.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then ask pupils to say each sentence a few times.
- Point to each picture in this part, read the prompt and check pupils' comprehension. Get them to repeat each prompt a few times.
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.

### Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about the village, town or city in the pictures. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.



## 3. Listen and complete.

- Ask pupils to open their Student's Book on Page 62, observe the pictures and read the texts. Say the listening purpose: *Mai is meeting Anna from Australia. You are going to listen to the dialogues between the two girls. You should read the sentences and complete the sentences provided.* Give pupils a few minutes to read the sentences. Check their comprehension and explain the key words.

### Notes:

1. Anna's home village is in the \_\_\_\_\_ of Australia.
2. It is about \_\_\_\_\_ kilometres from Sydney.
3. Anna's village has got many \_\_\_\_\_.
4. The people in her village are very \_\_\_\_\_.

- Play the recording twice: once for pupils to listen all the way through and once for them to read and complete the sentences. Pause after each part for pupils to have sufficient time for their reading and completing.
- 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 answer again.

## Answers:

1. south    2. 500    3. farms    4. nice and friendly

## Tapescripts:

*Anna is an Australian girl. This is her first visit to Ha Noi, the capital of Viet Nam. She meets Mai and they are talking about Anna's hometown.*

1. Mai: *Hello. My name's Mai.*  
Anna: *Hi. I'm Anna.*  
Mai: *Where are you from, Anna?*  
Anna: *I'm from Australia.*  
Mai: *Where do you live?*  
Anna: *I live in a village in the south of Australia. (Pause)*
2. Mai: *How far is your village from Sydney?*  
Anna: *It's about 500 kilometres.*  
Mai: *Oh, it's very far! (Pause)*
3. Mai: *What's your village like?*  
Anna: *It's large. It has got many farms.*  
Mai: *Really? Has your family got a farm?*  
Anna: *Yes. We've got a very large farm. (Pause)*
4. Mai: *Has your village got many schools and shops?*  
Anna: *No. Only one school and one shop.*  
Mai: *Are there a lot of people in your village?*  
Anna: *Not many. But they are very nice and friendly.*  
Mai: *I'd like to visit your village some day. (Pause)*

## 4. Talk.

- Ask pupils to open their Student's Book on Page 62. Get them to observe the pictures and read the guiding questions. Say: *You are going to ask and answer questions about your hometowns.* Do the first example with the whole class to give them a clear idea of the activity.

## Example

- Pupil A: *What's your village like, B?*  
Pupil B: *It is small and quiet. It hasn't got many people. And where do you live, A?*  
Pupil A: *Oh! I live in a town far from here.*  
Pupil B: *What's it like?*  
Pupil A: *It's large. It's got a lot of people and it's very noisy.*

- Pupils work in pairs to take turns to ask and answer questions about their hometowns, using the guiding questions. Monitor the activity and offer help when necessary.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what a village / a town / a city is like, using *What's your (village/town/city) like? It's (beautiful). It (has got a lot of parks and public gardens).*; and
- to listen and complete the sentences.

## Homelink

- Pupils prepare a photo or picture of their own hometown for the class display in the next lesson. They also prepare answers to possible questions about their photo or picture.

### LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sound of the letter **o** as in *go* and that of the letter **o** as in *got*; and
- to listen and tick a chart.

**Warm-up:** Pupils display their homelink work and answer possible questions about their photos or pictures.



#### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 63. 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 **o** as in *go* and that of the letter **o** as in *got*. Get pupils to listen and repeat these two words a few times.



#### 2. Listen and read together.

- Get pupils to observe the pictures and read the texts. Tell them about the activity.
- Read each line of the dialogues, pausing at times to check pupils' comprehension. Get them to repeat each sentence a few times. Read the dialogues again and get pupils to clap the words in focus: one clap for *go*, *hometown* and two claps for *got*, *hot*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into two groups to take turns to repeat the lines from Tony and Nam.

#### Tapescripts:

- |                                        |                                                        |
|----------------------------------------|--------------------------------------------------------|
| a. Tony: <i>Where's your hometown?</i> | b. Nam: <i>And where is your hometown, Tony?</i>       |
| Nam: <i>It's on an island.</i>         | Tony: <i>It's near the centre of Australia.</i>        |
| Tony: <i>How do you go there?</i>      | Nam: <i>What's it like?</i>                            |
| Nam: <i>By ferry boat.</i>             | Tony: <i>Well, it's hot. It hasn't got many farms.</i> |



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 63. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Say each word and get pupils to repeat a few times.
- Set the 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:

**go:** rope, nose, cold, close, home

**got:** lot, pot, not, holiday, hot



### 4. Listen and tick.

- Ask pupils to open their Student's Book on Page 64 and get them to observe the pictures and get the information from the chart. Ask pupils to guess what they are going to hear. Say: *You are going to listen to four children talking about their hometowns. Tick the appropriate boxes in the chart as you 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 observe the pictures, read the texts and do their ticking.
- 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 part related to the answer again.

#### Notes:

#### Where do they live?

|                      | Tom | Laura | Nam | David |
|----------------------|-----|-------|-----|-------|
| a. In a village.     |     |       |     |       |
| b. In the mountains. |     |       |     |       |
| c. In a big city.    |     |       |     |       |
| d. Near the seaside. |     |       |     |       |

**Answers:** a. Nam b. David c. Tom d. Laura

#### Tapescripts:

*You are going to listen to four children talking about their hometowns.*

1. *Hi, everybody. My name is Tom. I'm from England. I live in London. It's a big and noisy city with a lot of people, parks and public gardens. (Pause)*

2. *Hello. I'm Laura. I'm from Australia. My hometown is by the seaside. It is a quiet and peaceful place. There are a lot of green trees and stones in my hometown. (Pause)*

3. *Hi. My name is Nam. I'm from Viet Nam. I live in a village. There are not many people and shops. And there is not much traffic. My village is a quiet and beautiful place. (Pause)*
4. *Hello. I'm David. I'm from the USA. I live in a small town in the mountains. There are not many people in my town. The town is a quiet place. (Pause)*



## 5. Fun time

### Word Maze

- Ask pupils to open their Student's Book on Page 64 and say: *You're going to play the game Word Maze. Explain how to play the game: Pupils are to find the letters in the grid that make a specific word such as *village, countryside, building, house, people, traffic, river, noisy, quiet, peaceful* and *school*. When identifying the word, they circle it. Ask pupils to observe the example *town* which is circled.*
- Set the time for pupils to play the game in groups. Monitor the activity and offer help when necessary.
- Pupils check their answers in groups. Then call on a few groups to report the answers to the class.

### Answers:



## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letter **o** as in *go* and that of the letter **o** as in *got*; and
- to listen and tick the chart; and play the game *Word Maze*.

## Homelink

- Pupils collect some photos or cut-outs of big capital cities in the world such as: *Tokyo, London, Paris*, etc. for the class display in the next lesson.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about how to compare two places or things; and
- to read about life in a village or a city and write a short paragraph to describe their hometowns.

**Warm-up:** Pupils display their homelink work. Then they play the game *Slap that Picture*, using the photos or cut-outs displayed.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 65. Get them to observe the pictures and read the texts. Say: *Akio is showing some photos of her last holiday to Nam.* Recall the meaning and usage of *which* and the comparative forms of the short adjectives such as *bigger*, *longer* and *higher*. Read the lines in the speech bubbles and check pupils' comprehension. Then get them to repeat each line a few times.
- Play the recording 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 to take turns to say the lines in the pictures.



#### 2. Point, ask and answer.

- Get pupils to observe the pictures and read the example. Elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and have pupils repeat each sentence a few times.
- Point to each picture in this section, read the prompts and check pupils' comprehension. Teach the new vocabulary: *bridge*, *mount*, *high* and get pupils to repeat each item a few times.

#### Notes:



- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions, using the pictures in their Student's Book. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures available. Praise the pair if pupils do well.



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 66. Get pupils to observe the pictures, read the titles and the texts in Task a, b and c. Ask pupils to guess what they are reading about. Set the context: *You are going to read about life in the village and life in a town. Then do the tasks that follow.* Teach the key vocabulary: *life*. Write the word on the board and get pupils to repeat it a few times. Read the passages, stopping at times to check pupils' comprehension. Make sure that pupils understand the information in the passage and Task a: They should scan the passages to find the opposites of *noisy*, *small* and *peaceful*.
- Set the time and let pupils do the task independently. Monitor the activity and offer help when necessary.
- Have pupils check their answers in pairs before calling some pupils to report their answers to the class.

#### Answers:

*noisy # quiet*  
*small # big*  
*peaceful # exciting*

#### Task b.

- Explain the task: Pupils should scan the passages quickly to find the words that the three "*it*" replace.
- Set the time and get pupils to work independently. Monitor the activity.
- Pupils check their answers in pairs. Call on a few pupils to read out their answers. The rest of the class makes comments.

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

#### Task c.

- Get pupils to read the questions in Task c carefully; then they scan the passages quickly to find the appropriate information to answer the questions.
- Pupils work in pairs to ask and answer.
- Set the time and monitor the activity. Offer help when necessary.
- Ask a few pupils to read out their answers. The rest of the class makes comments.

#### Answers:

1. *She lives in Binh Minh Village in Thai Binh Province.*
2. *He lives in Nam Giang Town in Nam Dinh Province.*
3. *Because his hometown is exciting.*



#### 4. Write.

- Get pupils to open their books on Page 67 and read the guiding questions. Check their comprehension and show them how to do the task: Pupils should use the writing frame to write about their hometowns or villages. Remind pupils to refer to the passages to get the ideas and necessary words or phrases for their writing. Pupils should draft their writing before copying it onto their copy-books.
- If there is not enough class time, turn the writing task into a homework activity. Pupils do their writing at home and copy it onto a clean sheet of paper for the class display in the next lesson.



#### 5. Fun time

##### A Card Game

**Materials:** 12 word cards on which separated words or phrases are written such as: *quiet, peaceful, noisy, not many cars, a lot of trees, not many people, countryside, a lot of traffic, exciting, a lot of shops, and many schools.*

- Get pupils to open their books on Page 67 and set the context: *You are going to play a game of word cards.* Then explain how to play the game.

**How to play the game:** There are two teams of 6 pupils. Each pupil in the teams has one of the word cards. The pupils in each team take turns to stick their word cards in the appropriate column on the board. They can get one point if they stick their card in the right column.

- Do the first two examples, as provided, to show how the game is played.
- Set the time. Pupils play the game. The team that finishes the game with the most points (the maximum score is 5 points) is the winner.

#### Suggested answers:

| VILLAGE                | CITY/TOWN               |
|------------------------|-------------------------|
| <i>quiet</i>           | <i>noisy</i>            |
| <i>not many cars</i>   | <i>a lot of traffic</i> |
| <i>peaceful</i>        | <i>exciting</i>         |
| <i>trees</i>           | <i>many people</i>      |
| <i>not many people</i> | <i>a lot of shops</i>   |
| <i>countryside</i>     | <i>many schools</i>     |

#### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how to compare two places or things; and
- to read about life in a village or a city and write a short paragraph about their hometown, village or city.

#### Homelink

- Pupils do their writing task at home for the class display in the next lesson.

# UNIT 19 - Road Signs

## Competences

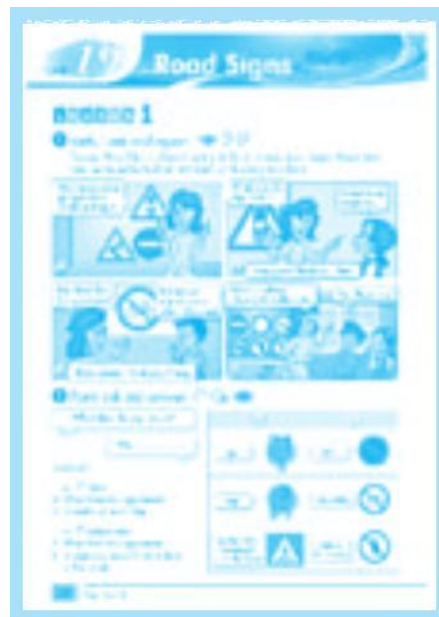
- Asking and answering questions about road signs
- Asking and answering questions about how to be safe in the streets

## New Language

- **Phonics:** zebra crossing
- **Vocabulary:** mean, zebra crossing, helmet, get on, get off, cross, across, road sign, observe, slow down, hit
- **Sentence Patterns:** What does this sign mean?
  - It means we must stop.
  - It means we mustn't ride a bike in this street.How did it happen?
  - A motorbike rider hit me.

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 19, Pp. 68 - 74*
- 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 road signs.

**Warm-up:** Pupils display their homelink writing about their hometowns or villages (Unit 18) for their classmates to read. Then they answer possible questions about their writing.



### 1. Look, listen and repeat.

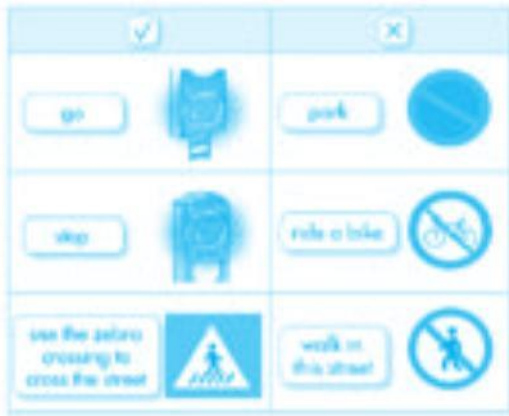
- Ask pupils to open their Student's Book on Page 68, observe the pictures, read the title and the texts. Elicit their answers to identify the characters in each picture and what is happening. Set the context: *Today, Miss Hien's class is going to learn about road signs. Nam was late because he had an accident on his way to school.* Read each line in the pictures, stopping at times to check pupils' comprehension. Make sure that pupils can understand the situation and language in the pictures.
- 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 from Miss Hien, Mai, Phong and Nam.



## 2. Point, ask and answer.

- Get pupils to read the examples and observe the road signs in this section. Elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then ask pupils to say the question and the answer a few times.
- Point to each sign in this section, read the prompts and check pupils' comprehension. Get them to repeat a few times.

### Notes:



- Model the task with the whole class, using the examples. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the signs.
- Pupils work in pairs to take turns to point, ask and answer questions about the road signs. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.



## 3. Listen and circle.

- Get the pupils to open their Student's Book on Page 69, read the texts and observe the road signs. Say: *You are going to listen to Miss Hien, who is checking her pupils' understanding of the road signs. Circle the appropriate answers.* Check pupils' reading comprehension of the texts.

### Notes:

- The first sign means \_\_\_\_\_.
  - we mustn't ride a motorbike
  - we mustn't ride a bike
  - we mustn't park a car
- The second sign means \_\_\_\_\_.
  - we must use the zebra crossing
  - we must ride our bikes
  - we must drive a car
- The third sign means \_\_\_\_\_.
  - we must stop and wait for the red light
  - we must stop and wait for the yellow light
  - we must stop and wait for the green light
- The last sign means \_\_\_\_\_.
  - we mustn't walk on the grass
  - we mustn't enter that area
  - we mustn't ride a bike

- 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 read and circle the answer.
- 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 answer again.

**Answers:** 1. b      2. a3. c      4. b

### Tapescripts:

*Miss Hien is checking her pupils' understanding of the road signs that they learnt last week.*

1. *Miss Hien: Hello, class. Last week we had a lesson on road signs. We must understand the road signs to be safe in the streets. Right?*

*Class: Yes!*

*Miss Hien: Now look at the first road sign. There's a red line across the board and the bicycle. What does the sign mean, Nam?*

*Nam: We mustn't ride a bike in the area having that sign.*

*Miss Hien: Very good. (Pause)*

2. *Miss Hien: And now, look at the second road sign. What is it, Mai?*

*Mai: It's the zebra crossing.*

*Miss Hien: What does the sign mean?*

*Mai: It means we must use the zebra crossing to cross the street.*

*Miss Hien: Well done! (Pause)*

3. *Miss Hien: Let's go on. Look at this road sign. What do you see, class?*

*Pupils: The traffic lights.*

*Miss Hien: What light is on now?*

*Pupils: Red.*

*Miss Hien: Good! And what does the traffic red light mean, Quan?*

*Quan: We must stop and wait for the green light.*

*Miss Hien: Very good. (Pause)*

4. *Miss Hien: And what do you see, class?*

*Pupils: A red round board in front of an entrance.*

*Miss Hien: Good! What about you, Mai?*

*Mai: Well, There is a white line across the board.*

*Miss Hien: What does this road sign mean?*

*Mai: We mustn't enter that area.*

*Miss Hien: Well done, Mai. (Pause)*

### 4. Talk.

- Ask pupils to open their Student's Book on Page 69, observe the road signs and read the guiding questions. Say: *You are going to ask and answer questions about the road signs. Use the guiding questions as you talk.* Do the first example with the whole class to give them a clear idea of the activity.

## Example

Teacher (T): *What is this?*

Class: *It's a road sign.*

T: *Where do we see this sign?*

Class: *We see it in the streets.*

T: *What does this sign mean?*

Class: *It means we must stop.*

T: *How do you know it?*

Class: *Because the traffic light is red.*

*Etc.*

- Pupils work in pairs to take turns to ask and answer questions about the road signs, using the guiding questions. Monitor the activity and offer help when necessary.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about the road signs, using *What does this sign mean?*  
– *It means we (must stop) or (mustn't ride a bike).*; and
- to listen and circle the correct answers.

## Homelink

- Pupils select two road signs, draw and colour them for the class display in the next lesson. They also prepare the answers to possible questions about their drawings.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **br** as in ze**br**a and those of the letters **cr** as in crossing; and
- to listen and complete the sentences provided.

**Warm-up:** Pupils display their homelink drawing of road signs and answer possible questions about their work.



### 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 sounds of the letters **br** as in ze**br**a and those of the letters **cr** as in crossing. 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. Get them to read the texts and notice the words in focus. Read each line of the chant, pausing at times to check pupils' comprehension. Get them to repeat each line a few times. Read the chant again and get pupils to clap the words in focus: one clap for *zebra* and *bring*, and two claps for *crossing* and *cross*.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines.
- Divide the class into three groups to take turns to repeat each part of the chant.

### Tapescripts:

*Use the zebra crossing  
When you cross the street.  
You must look to your left.  
You must look to your right.*

*Never cross a street  
When you're reading.  
You must look to your left.  
You must look to your right.*

*Bring along your helmet  
When you've got a bike.  
You must wear your helmet.  
You must keep it tight!*



## 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 70, observe 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, using the appropriate techniques. Say each word and get pupils to repeat it a few times.
- Set the 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:

**zebra:** brown, umbrella, breakfast, bring

**crossing:** cry, crown, crocodile, crossword



## 4. Listen and complete.

- Ask pupils to open their Student's Book on Page 71, observe the picture and read the sentences. Get them to guess what they are going to listen. Say: *You are going to listen to Miss Hien. She is asking her pupils to comment some pictures that she's showing to them. You listen and complete the sentences with the appropriate information.* Get pupils to guess the missing words before they listen to the recording.

## Notes:

1. The girls \_\_\_\_\_ the zebra crossing.
  2. The girls and the boys \_\_\_\_\_ their bikes there.
  3. The woman \_\_\_\_\_ a helmet.
  4. The boys mustn't play \_\_\_\_\_.
  5. The little boy mustn't run after a \_\_\_\_\_.
- Play the recording twice: once for pupils to listen all the way through and once for them to read and complete the sentences. Pause after each part for pupils to have sufficient time to read the sentences and complete them.
  - 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 part related to the answer again.

## Answers:

1. must use 2. mustn't ride 3. must wear 4. football in the street 5. a moving bus

## Tapescripts:

*Miss Hien is showing some pictures to some of the pupils. She is asking them to comment what they see in the pictures.*

1. Miss Hien: Well, Nam. Look at this picture. What are the girls doing, Nam?

Nam: Er... They are crossing the street.

Miss Hien: What's wrong with them?

Nam: They don't observe the traffic rules. They must use the zebra crossing to cross the street.

Miss Hien: Very good, Nam.

2. Miss Hien: And now, Mai. Look at this picture. What are the children doing?

Mai: They are riding their bikes in the park. I think they mustn't ride their bikes in the park.

Miss Hien: No, they mustn't.

3. Miss Hien: Look at this picture, Phong. What do you see?

Phong: A woman's riding a motorbike.

Miss Hien: Correct. Is there anything wrong with her?

Phong: She isn't wearing a helmet. I think she must wear a helmet.

Miss Hien: Very good, Phong.

4. Miss Hien: And Quan. Look at this picture. What do you see?

Quan: The boys are playing football in the street. I think they mustn't play football in the street.

Miss Hien: No, they mustn't.

5. Miss Hien: And the last picture. Look at this picture, Linh. What do you see?

Girl: A little boy's running after a moving bus. He mustn't run after a moving bus.

Miss Hien: Well done, Linh.



## 5. Fun time

### Crossword Puzzle

- Ask pupils to open their Student's Book on Page 71 and say: *You're going to do a crossword puzzle.* Get pupils to read the lines in the *Across* and *Down* columns. Check their comprehension and get them to guess the words to fill the grid.

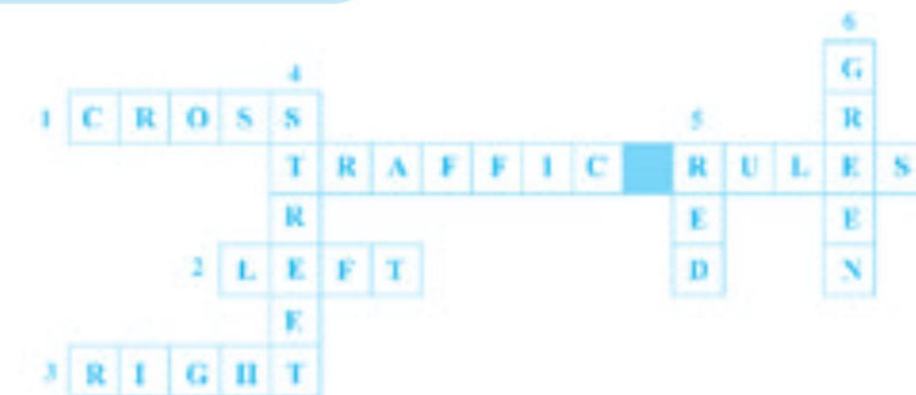
### Notes:

Across:  
When you (1) \_\_\_\_\_ the street,  
Always remember  
Look to your (2) \_\_\_\_\_  
And look to your (3) \_\_\_\_\_.

Down:  
When you ride in the (4) \_\_\_\_\_,  
Always remember  
(5) \_\_\_\_\_ means stop  
And (6) \_\_\_\_\_ means go.

- Set the time for pupils to do the crossword puzzle in pairs. Monitor the activity and offer help when necessary.
- Pupils check their answers in groups. Call on a few pupils to report the answers to the class. Have a game of *The Spelling Bee* with the whole class if time is possible.

### Answers:



### Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **br** as in ze**br**a and those of the letters **cr** as in crossing;
- to listen and complete the sentences provided; and
- to do a crossword puzzle.

### Homelink

- Pupils write sentences with *must* and *mustn't* based on the road signs in their books for the class display in the next lesson. They also prepare their answers to possible questions about their sentences.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about how to be safe in the street; and
- to read a riddle text about a bus, and write sentences with *must* and *mustn't*.

**Warm-up:** Pupils display their homelink writing of sentences with *must* and *mustn't* for their classmates to read. Then they read their sentences at request or answer possible questions of their work.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 72, observe the pictures and read the texts. Say: *Nam was late for class because he got an accident. Now Miss Hien and Mai are asking him about his accident.* Read the lines in the speech bubbles and check pupils' comprehension. Give the meaning of *hit*. Get pupils to repeat each line in the speech bubbles a few times.
- Play the recording 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 to take turns to say the lines in the pictures.



#### 2. Point, ask and answer.

- Get pupils to observe the pictures and read the example. Elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and have pupils repeat each sentence a few times. Read the prompts under the pictures and check pupils' comprehension. Teach the new vocabulary: *traffic rules*. Get pupils to repeat the item a few times.

#### Notes:



- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to point, ask and answer questions, using the pictures in their Student's Book. Monitor the activity and offer help when necessary.

- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in their Student's Book. Praise the pair if they do well.



### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 73, observe the pictures and read the title of the passage. Tell pupils to guess what they are reading about. Set the context: *You are going to read a riddle text and do the tasks that follow.*  
Teach the key vocabulary: *slow down, block, pick up, get on and get off.* Write the words on the board and get pupils to repeat each item a few times. Read the passage, stopping at times to check pupils' comprehension. Make sure that pupils understand the information in the passage and Task a: They should observe the pictures and scan the passage quickly to relate the information in the passage to the pictures. Then they put the pictures in the order.
- Set the time and let pupils do the task independently. Monitor the activity and offer help when necessary.
- Have pupils check their answers in pairs before calling on some pupils to report their answers to the class.

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

#### Task b.

- Explain the task: Pupils should read the sentences in Task b carefully and scan the passage quickly to look for the appropriate information to complete the sentences.

#### Notes:

1. It takes \_\_\_\_\_ to school in the morning.
  2. It always observes \_\_\_\_\_.
  3. It always stops for people \_\_\_\_\_.
  4. It never \_\_\_\_\_ in busy streets.
  5. It stops for pupils to \_\_\_\_\_ or \_\_\_\_\_.
- Set the time and get pupils to work independently. Monitor the activity and offer help as necessary.
  - Pupils check their answers in pairs. Call on few pupils to read out their answers. The rest of the class gives comments.

**Answers:** 1. school pupils 2. the traffic rules 3. to cross the street  
4. goes fast 5. get on, get off

#### Task c.

- Get pupils to read the instruction of Task c. Recall the usage of *I*, in general. Ask pupils to scan the reading passage quickly to look for the information that *I* indicates.
- Pupils work independently. Set the time and monitor the activity. Offer help when necessary.
- Ask a few pupils to read out their answers. The rest of the class makes comments.

**Note:** *The bus is personified with the use of "I".*

**Answer:** “I” indicates “the bus”



#### 4. Write.

- Get pupils to open their books on Page 74 and observe the road signs. Say: *Look at the road signs. You are going to write sentences with “must” and “mustn’t” with the help of the road signs provided.* Check pupils’ comprehension of the signs and do the first sentence with pupils as an example.
- Set the time. Pupils work independently. Monitor the activity and offer help when necessary. Remind pupils to draft their writing before copying it onto their copy-books.
- Call on a few pupils to write their sentences on the board and read them aloud. The rest of the class makes comments.
- If there is not enough class time, turn the writing task into a homework activity. Pupils do their writing at home and copy it onto a clean sheet of paper for the class display in the next lesson.

**Answers:** 2. *We mustn’t turn right.*  
3. *We must stop.*  
4. *We mustn’t walk.*  
5. *We must slow down.*



#### 5. Fun time

##### A Matching Game

**Materials:** Copies of the road signs that pupils have learnt in the unit.

- Get pupils to open their books on Page 74 and say: *You are going to play a matching game, using the road signs.* Then explain how the game is played.

**How to play the game:** There are two teams of 6 pupils. Each pupil in Team A has a road sign but keeps it unseen from the others. When the teacher says aloud the content of a particular road sign, the pupil who has the corresponding sign holds it up for everybody to see. Then the teacher assigns a pupil from Team B to say a sentence with “must” or “mustn’t” corresponding to the content of the road sign being held up. Every good action or correct sentence is scored one point. The team with the most points wins the game.

- Do an example with the two teams to show them how the game is played.
- Set the time. Pupils play the game.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how to be safe in the street; and
- to read a riddle text about a bus, and write sentences with *must* and *mustn’t* based on the road signs provided.

### Homelink

- Pupils do their writing task at home for the class display in the next lesson.

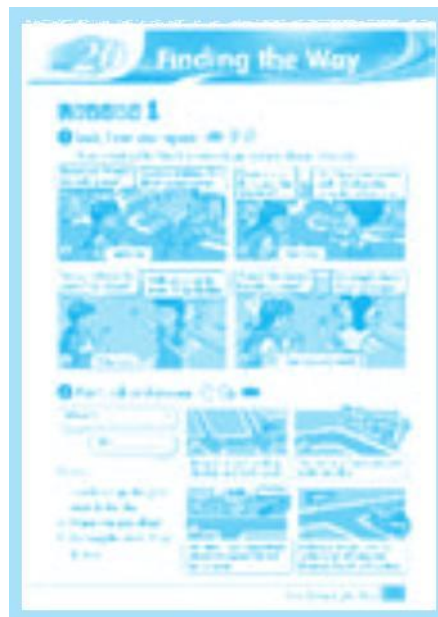
# UNIT 20 - Finding the Way

## Competences

- Asking for and giving directions
- Asking and answering questions about how to find the way
- **New Language**
- **Phonics:** *right fire*
- **Vocabulary:** *lost, straight ahead, on the corner, next to, fire station*
- **Sentence Patterns:** *Where's the post office?*
  - *Go along the street. It's by the lake. How can I get to the zoo?*
  - *You can take the 22 bus.*

## Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 20, Pp. 75 - 81*
- 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 for and give directions.

**Warm-up:** Pupils display their homelink: sentences with *must* and *mustn't* based on the road signs provided and answer possible questions about their writing.



### 1. Look, listen and repeat.

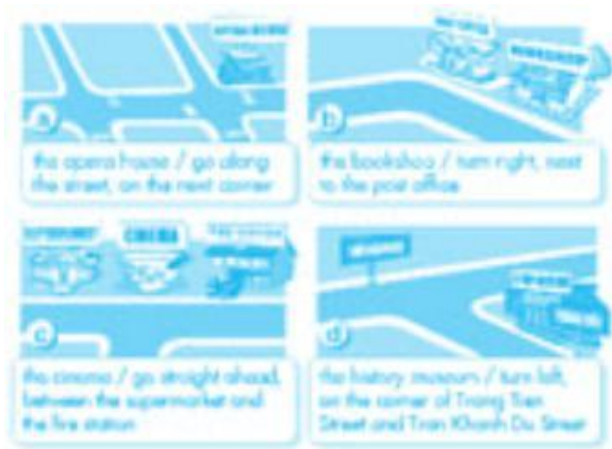
- Ask pupils to open their Student's Book on Page 75. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters and what is happening in each picture. Set the context: *Akio is visiting Ha Noi. She wants to go to many places in the city.* Read each line in the speech bubbles, stopping at times to check pupils' comprehension. Teach the new vocabulary: *corner, two-minute walk, go straight ahead.* Make sure that pupils can understand the situation and 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 from Akio and other people.



## 2. Point, ask and answer.

- Get pupils to read the example and observe the street maps. Elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then ask pupils to say each sentence a few times. Point to the maps in turns, read the prompts and check pupils' comprehension. Get them to repeat each prompt a few times. Teach the new words: *fire station, opera house, on the corner, go straight ahead, turn left, turn right, history museum*. Write the new vocabulary on the board and get pupils to repeat each item a few times.

### Notes:



- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with the rest of the places.
- Pupils work in pairs to take turns to point, ask and answer questions about the places, using the maps. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the maps in the Student's Book. Praise if the pair do well.



## 3. Listen and complete.

- Get pupils to open their Student's Book on Page 76, observe the pictures and read the texts. Say: *You are going to hear Akira, who is visiting Ha Noi for the first time. He is asking for directions to get to many places in the city. You should listen and complete the sentences with the appropriate information.*

### Notes:

1. \_\_\_\_\_ the street. The bookshop is next to the cinema.
2. \_\_\_\_\_ at the next corner. It's between the opera house and the public library.
3. \_\_\_\_\_ at the traffic lights. The history museum is opposite the park.
4. \_\_\_\_\_ The hospital is next to the stadium.

Play the recording three times: once for pupils to listen all the way through, once for them to do the task, and once for them to check their answers. Pause after each part for pupils to have sufficient time to read and complete each sentence.

- 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 answer again.

**Answers:** 1. Go along; 2. Turn right; 3. Turn left; 4. Go straight ahead

## Tapescripts:

*Akira is visiting Ha Noi for the first time. He is asking for directions to get to many places in the city.*

1. Boy: *Where can I buy a street map of Ha Noi, please?*

Girl: *Well, there's a bookshop near here.*

Boy: *How do I get there?*

Girl: *Go along the street. It's next to the cinema at the end of the street.*

Boy: *Along the street, next to the cinema. Thank you very much. (Pause)*

2. Boy: *Excuse me. Where's the cinema, please?*

Girl: *Turn right at the next corner. It's between the opera house and the public library.*

Boy: *Thank you very much.*

Girl: *You're welcome. (Pause)*

3. Boy: *Excuse me. Where's the history museum?*

Girl: *Oh, sorry. I don't know.*

Woman: *History museum? Well, turn left at the traffic lights. The history museum is opposite the park.*

Boy: *Thank you very much.*

Woman: *You're welcome. (Pause)*

4. Boy: *Excuse me. Where's the hospital, please?*

Girl: *Well, go straight ahead. The hospital is next to the stadium.*

Boy: *Thank you very much.*

Girl: *No problem. (Pause)*

## 4. Talk.

- Ask pupils to open their Student's Book on Page 76. Get them to observe the street map and read the guiding questions. Say: *You are going to ask and answer questions about directions. Use the guiding questions and the map provided as you talk.* Get pupils to identify the places and the locations on the map. Select a place and do the first example with the whole class to give them a clear idea of the activity.

### Example

Teacher (points to the girl in the picture): *You are here. You want to go to the park. What do you say?*

Pupils: *Excuse me. Where's the park?*

T: *Good. What do you say to answer the question?*

Pupils: *Go along Oak Street. It's on the corner of Oak Street and Pine Street, on your right.*

T: *Very good. Now work in pairs to take turns to ask for and give directions in the same way.*

## Notes:

- Pupils work in pairs to take turns to ask and answer questions about the places, using the guiding questions and the map in their Student's Book. Monitor the activity and offer help when necessary.



## Summary

In this lesson, pupils have learnt:

- to ask for and give directions, using *Where's (the post office)? – (Go along the street. It's by the lake);* and
- to listen and complete the sentences.

## Homelink

- Pupils select a simple map in this section, copy and colour for the class display in the next lesson. They also prepare the answers to possible questions about their maps.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the sounds of the letters **ight** as in right and those of the letters **ire** as in fire; and
- to listen and circle the appropriate answers.

**Warm-up:** Pupils display their homelink work and answer possible questions for directions to get to the places on their maps.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 77. 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 **ight** as in right and those of the letters **ire** as in fire. Get pupils to listen and repeat these two words a few times.



### 2. Listen and read together.

- Get pupils to observe the pictures and read the dialogues. Read each line of the dialogues, pausing at times to check pupils' comprehension. Get them to repeat each line a few times. Read the dialogues again and get pupils to clap the words in focus: one clap for *right, fighters, knights, fight, bring* and two claps for *fire, firemen, fireman*.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line.
- Divide the class into groups to take turns to repeat the lines from Mai and Akio.

### Tapescripts:

a. Mai: Look! The fire station is on your right.

Akio: Oh, there are a lot of firemen.

Mai: Maybe there's a fire somewhere.

b. Akio: Well, my brother is also a fireman.

Mai: Firemen are fire fighters.

Akio: They're knights who fight against fire.



### 3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 77. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Teach the new vocabulary: *hire*, *wire*, and *light*. Say each word and get pupils to repeat it a few times.
- Set the 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:

**right:** *night, light, fight, knight, fighter*

**fire:** *wire, hire, fireman*



### 4. Listen and circle the answers.

- Ask pupils to open their Student's Book on Page 78, get them to observe the picture and read the sentences. Get pupils to guess what the answers are. Say: *Jane is an Australian student. She is visiting Ha Noi for the first time. You are going to listen to her dialogues to ask for directions to get to some places. Listen and circle the appropriate answers.*

### Notes:

1. Where is the history museum?
  - a. Opposite the post office.
  - b. Opposite the opera house.
  - c. Opposite the park.
2. Where is the bookshop?
  - a. Between the school and the stadium.
  - b. Between the museum and the stadium.
  - c. Between the hospital and the stadium.

3. *Where is the public library?*
  - a. *Turn right. It's on the next corner.*
  - b. *Turn left. It's on the next corner.*
  - c. *Go ahead. It's on the next corner.*
4. *Where is the park?*
  - a. *Go along the street. It's next to the post office.*
  - b. *Go straight ahead. It's next to the post office.*
  - c. *Go ahead for two blocks. It's next to the post office.*

- Play the recording twice: once for pupils to listen all the way through and once for them to circle the appropriate answers. Pause after each part for pupils to have sufficient time to read and circle the answers.
- 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 part related to the answer again.

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

### **Tapescripts:**

*Jane is an Australian student. She is visiting Ha Noi for the first time. Now she is asking for directions to get to some places in the city.*

1. *Girl: Excuse me. Where's the history museum, please?*

*Man: Well, go along the street. It's opposite the post office.*

*Girl: Thank you very much.*

*Man: You're welcome. (Pause)*

2. *Girl: Excuse me. Where's the bookshop, please?*

*Boy: Go straight ahead. It's between the hospital and the stadium.*

*Girl: Thank you very much.*

*Boy: You're welcome. (Pause)*

3. *Girl: Where's the public library, please?*

*Boy: Well, it's near here. Turn left. It's on the next corner, on your right.*

*Girl: Turn left, on the next corner. Thank you very much.*

*Boy: No problem. (Pause)*

4. *Girl: Excuse me.*

*Woman: Yes?*

*Girl: Where's the park, please?*

*Woman: Well, go ahead for two blocks. It's next to the post office.*

*Girl: Thank you very much.*

*Woman: You're welcome. (Pause)*



## 5. Fun time

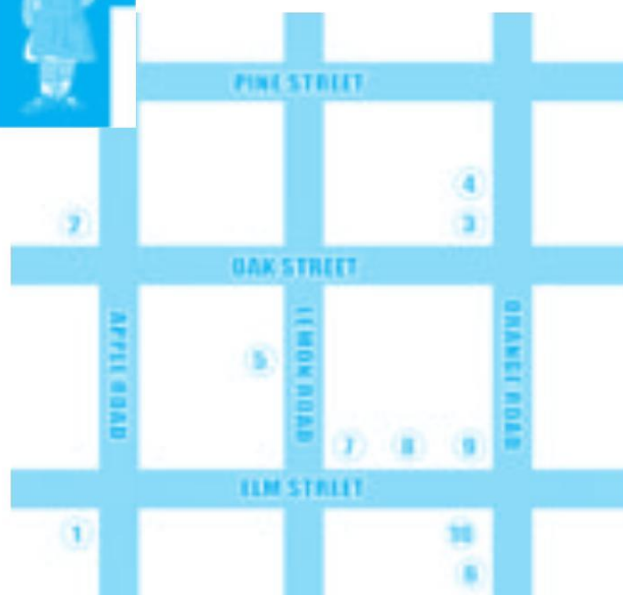
### Giving Directions

(Information gap)

- Ask pupils to open their Student's Book on Page 78 and say: *You're going to play a game of information gap to ask for and give directions.* Get pupils to observe the maps and identify the places on the map.

### Materials:

- Two identical street maps but having places with different missing names.
- (Refer to Sách Giáo viên Tiếng Anh 5, Tập Một, Pp. 67-68 for the notes on the game of Information Gap.)



#### PUPIL A'S MAP

Ask your partner how to get to the following places:

- The Central Park
- ABC Supermarket
- Rex Cinema
- The History Museum
- The Stadium

1. The Public Library
2. \_\_\_\_\_
3. Regal Opera House
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Galaxy Theatre
7. \_\_\_\_\_
8. Asean Hospital
9. \_\_\_\_\_
10. Ocean Swimming Pool

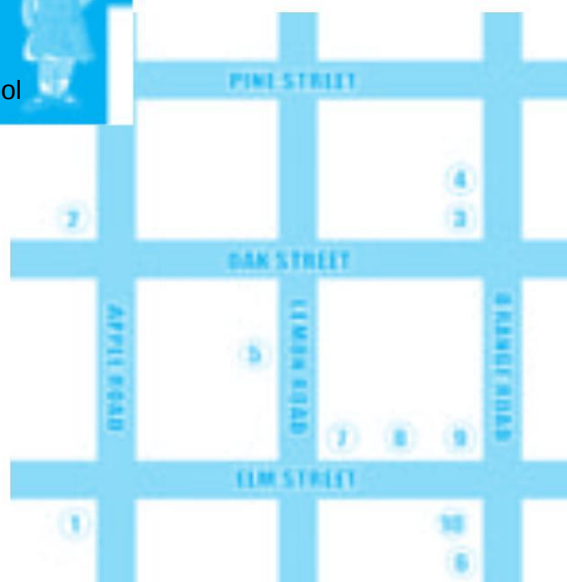
#### PUPIL B'S MAP

Ask your partner how to get to the following places:

- The Public Library
- Asean Hospital
- Regal Opera House
- Ocean Swimming Pool
- Galaxy Theatre

Fill in the missing names.

1. \_\_\_\_\_
2. The Central Park.
3. \_\_\_\_\_
4. ABC Supermarket
5. Rex Cinema
6. \_\_\_\_\_
7. The History Museum
8. \_\_\_\_\_
9. The Stadium
10. \_\_\_\_\_



## How to play the game:

- Pupil A has a map with the places named The Public Library, Regal Opera House, Galaxy Theatre, Asean Hospital, Ocean Swimming Pool and a list of missing names:

1. The Public Library
2. \_\_\_\_\_
3. Regal Opera House
4. \_\_\_\_\_
5. \_\_\_\_\_
6. Galaxy Theatre
7. \_\_\_\_\_
8. Asean Hospital
9. \_\_\_\_\_
10. Ocean Swimming Pool

- He or She is to ask for directions to get to the places which have the missing names on his or her list. Then he or she writes the names of these places.

- Pupil B has a map with places named *The Central Park*, *ABC Supermarket*, *Rex Cinema*, *The History Museum*, *The Stadium* and a list of missing names:

1. \_\_\_\_\_
2. The Central Park.
3. \_\_\_\_\_
4. ABC Supermarket
5. Rex Cinema
6. \_\_\_\_\_
7. The History Museum
8. \_\_\_\_\_
9. The Stadium
10. \_\_\_\_\_

He or She is to ask for directions to get to the places which have the missing names on his or her list. Then he or she writes the names of these places.

## Example a

*Pupil A is standing on the corner of Apple Street and Pine Street. He or She wants to get to The Central Park.*

*Pupil A:* Excuse me. Where's The Central Park, please?

*Pupil B:* Go along Apple Road. It's on the corner of this road and Oak Street.  
It's on your right.

*Pupil A:* Thank you very much.

*(He or She puts the name "The Central Park" on his or her map and continues to ask for the other missing names on his or her list.)*

## Example b

*Pupil B is standing on the corner of Apple Street and Pine Street. He or She wants to get to The Pubic Library.*

*Pupil B:* Excuse me. Where's The Public Library, please?

*Pupil A:* Go along this road. It's on the corner of Apple Road and Elm Street, on your left.

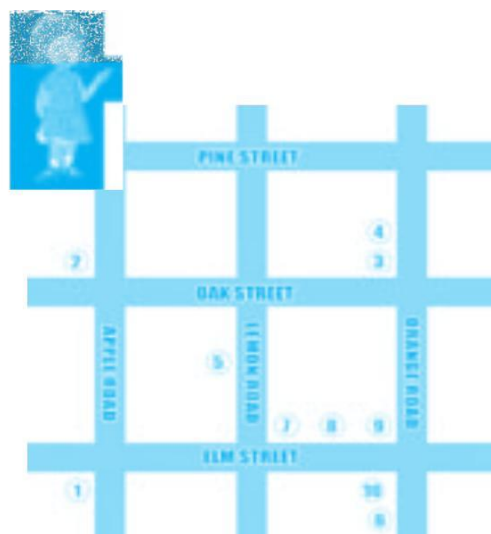
*Pupil B:* Thank you very much.

*(He or She puts the name of The Public Library on his or her map and continues to ask for the rest of the missing names on his or her list.)*

- Set the time. Pupils work in pairs. They have to share the information by asking and answering questions to get to all the places having the missing names on their maps. Pupils in a pair should sit or stand afar so that they cannot peek at the partner's map.
- When the game is finished, ask a few pairs to report the result to the class.

### Answers

1. The Public Library
2. The Central Park
3. Regal Opera House
4. ABC Supermarket
5. Rex Cinema
6. Galaxy Theatre
7. The History Museum
8. Asean Hospital
9. The Stadium
10. Ocean Swimming Pool



#### Pupil A's report:

- The Central Park is on the corner of Apple Road and Oak Street.
- ABC Supermarket is on Orange Road, next to Regal Opera House
- Etc.

#### Pupil B's report:

- The Public Library is on the corner of Apple Road and Elm Street.
- Regal Opera House is on the corner Oak Street and Orange Road.
- Etc.

## Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sounds of the letters **ight** as in fight and those of the letters **ire** as in fire; and
- to listen and circle the answers, and play a game of information gap.

## Homelink

- Pupils draw a simple map from the school to their houses. They also prepare to give directions to get to their houses at request.

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about how to find the way; and
- to read an informative text on finding the way to a friend's house, and write simple sentences to give directions to a particular place.

**Warm-up:** Pupils display their homelink work. Then they give directions to get to their houses at request.



#### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 79. Get them to observe the pictures and read the texts. Say: *You are going to listen to Tony asking for directions to get to the zoo.* Recall the words indicating means of transport that pupils have learnt in Unit 17. Read the lines in the speech bubbles and check pupils' comprehension. Get pupils to repeat each line a few times.
- Play the recording 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 to take turns to say the lines in the speech bubbles.



#### 2. Point, ask and answer.

- Get pupils to observe the pictures and read the example. Elicit their prompts to complete the speech bubbles. Write the question and the answer on the board and have pupils repeat each sentence a few times. Point to each picture in this section, read the prompts and check pupils' comprehension.
- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with the rest of the pictures.

#### Notes:



- Pupils work in pairs to take turns to point, ask and answer questions, using the pictures in their Student's Book. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if pupils do well.

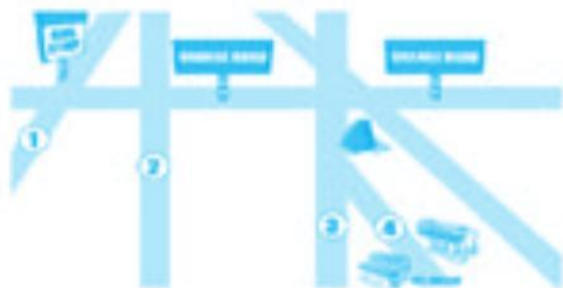


### 3. Read the passage and do the tasks.

#### Task a.

- Ask pupils to open their Student's Book on Page 80. Get them to read the title, observe the picture and the map. Ask pupils to guess what they are going to read about. Set the context: *You are going to read a text on finding the way to a house, and do the tasks that follow.* Read the passage, stopping at times to check pupils' comprehension. Make sure that pupils understand the information in the passage and Task a: They should observe the map, identify the streets and quickly scan the passage to find the missing street names.

#### Notes:



- Set the time and let pupils do the task independently. Monitor the activity and offer help when necessary.
- Have pupils check their answers in pairs before calling on some pupils to report their answers to the class.

**Answers:** 2. Apple Street 3. Oak Street 4. Pine Street

#### Task b.

- Explain the task: Pupils should read the words in Task b carefully and match the words in the left column with those in the right column.

#### Notes:

- Set the time and get pupils to work independently. Monitor the activity and offer help when necessary.
- Pupils check their answers in pairs. Call on few pupils to read aloud their answers. The rest of the class makes comments.

|                |                |
|----------------|----------------|
| 1. turn        | a. phone       |
| 2. get         | b. station     |
| 3. go straight | c. off the bus |
| 4. go          | d. right       |
| 5. call        | e. ahead       |

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

#### Task c.

- Get pupils to read the questions in Task c carefully and scan the reading passage quickly to look for the appropriate answers.

## Notes:

1. What bus stops at the corner of West Street and Orange Road?
  2. What is Alex's house like?
  3. Is it next to the gas station?
  4. In what street is Alex's house?
- Set the time. Pupils work independently. Monitor the activity and offer help when necessary.
  - Ask a few pupils to read aloud their answers. The rest of the class makes comments.

## Answers:

1. The 25 bus does.
2. It has got a high green fence.
3. No. It is opposite the gas station.
4. In Pine Street.



## 4. Write.

- Get pupils to open their books on Page 81, observe the map and read the text. Point to the map and say: *You are going to write sentences to show Akio how to get to Hoan Kiem Lake.* Check pupils' comprehension of the map.

## Notes:

- Set the time. Pupils work independently. Monitor the activity and offer help when necessary. Remind pupils to draft their writing before copying it onto their copy-books.
- Call on a few pupils to write their sentences on the boards and read them aloud. The rest of the class comments.
- If there is not enough Pupils do their writing class display in the ne



## Answers:

*Go along Tran Hung Dao Street. Turn right at the corner of Tran Hung Dao Street and Hang Bai Street. Go straight ahead until you get to the corner of Trang Tien Street and Dinh Tien Hoang Street. Hoan Kiem Lake is on your left.*

**or**

*Go along Phan Chu Trinh Street to the roundabout. Turn left onto Trang Tien Street. Go straight ahead until you get to the corner of Trang Tien Street and Dinh Tien Hoang Street. Turn right onto Dinh Tien Hoang Street. Hoan Kiem Lake is on your left.*



## 5. Fun time

- Get pupils to open their Student's Book on Page 81. Stick the large-sized sheet of paper with the song *The Wheels on the Bus* written on it on the board. Discuss the pictures with pupils and check their comprehension of the lyrics.

Tune: **The Wheels on the Bus**

Lyrics:

### **The Wheels on the Bus**

*The wheels on the bus go round and round,  
Round and round, round and round.  
The wheels on the bus go round and round  
All through the town.*

*The doors on the bus open and shut,  
Open and shut, open and shut.  
The doors on the bus open and shut  
All through the town.*

- Play the recording three times: once for pupils to listen all the way through, once for them to repeat each line, and once for them to sing along the music.
- Divide the class into two groups. Each group sings half of the song in turn.
- Pupils practise singing in groups and doing actions. Call on a few groups to sing the song in front of the class. The rest of the class claps the beats.

## Summary

In this lesson, pupils have learnt:

- to ask and answer questions about how to find the way; and
- to read an informative text on finding the way to a house, and write simple sentences giving directions to a particular place, and to sing a song.

## Homelink

- Pupils practise singing *The Wheels on the Bus* at home

# Review 4

**Objectives:** In this review unit, the teacher will help pupils to revise the topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 16 – 20. 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 Hai, Review 4, Pp. 82 – 87*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 15–20.



## A. SUMMARY

### Me and the World Around

#### Unit 16. The Weather and Seasons

| Competences                                                                                                                                                      | Sentence Patterns                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                    | Phonics        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------|
| <ul style="list-style-type: none"> <li>• Asking and answering questions about the weather</li> <li>• Asking and answering questions about the seasons</li> </ul> | <ul style="list-style-type: none"> <li>• What will the weather be like tomorrow?                             <ul style="list-style-type: none"> <li>– It'll be cold and stormy.</li> </ul> </li> <li>• What's summer like in your country?                             <ul style="list-style-type: none"> <li>– It's often hot. There is much rain.</li> </ul> </li> </ul> | forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons | stormy<br>cold |

#### Unit 17. My Hometown

| Competences                                                                                                                                                                                           | Sentence Patterns                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                | Phonics        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------|
| <ul style="list-style-type: none"> <li>• Asking and answering questions about means of transport</li> <li>• Asking and answering questions about a trip duration from one place to another</li> </ul> | <ul style="list-style-type: none"> <li>• How did you get to your hometown?                             <ul style="list-style-type: none"> <li>– By coach.</li> </ul> </li> <li>• How long does it take to get there by train?                             <ul style="list-style-type: none"> <li>– Two hours.</li> </ul> </li> </ul> | hometown, taxi, coach, motorbike, Underground, scenery, hour, minute, far | coach<br>north |

#### Unit 18. Life in the Village and City

| Competences                                                                                                                                                                                                       | Sentence Patterns                                                                                                                                                                                                                                                                                                                                                 | Vocabulary                                                 | Phonics   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------|
| <ul style="list-style-type: none"> <li>• Asking and answering questions about what a village / town / city is like</li> <li>• Asking and answering questions about how to compare two places or things</li> </ul> | <ul style="list-style-type: none"> <li>• What's London like?                             <ul style="list-style-type: none"> <li>– It's beautiful. It's got a lot of parks and public gardens.</li> </ul> </li> <li>• Which city is bigger, Tokyo or London?                             <ul style="list-style-type: none"> <li>– Tokyo is.</li> </ul> </li> </ul> | life, mount, bridge, traffic, high, noisy, peaceful, quiet | go<br>got |

## Unit 19. Road Signs

| Competences                                                                                                                                                                  | Sentence Patterns                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                       | Phonics           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none"> <li>Asking and answering questions about road signs</li> <li>Asking and answering questions about how to be safe in the street</li> </ul> | <ul style="list-style-type: none"> <li>What does this sign mean?               <ul style="list-style-type: none"> <li>It means we must stop.</li> <li>It means we mustn't ride a bike in this street.</li> </ul> </li> <li>How did it happen?               <ul style="list-style-type: none"> <li>A motorbike rider hit me.</li> </ul> </li> </ul> | mean, zebra crossing, helmet, get on, get off, cross, across, road sign, observe, slow down, hit | zebra<br>crossing |

## Unit 20. Finding the Way

| Competences                                                                                                                                          | Sentence Patterns                                                                                                                                                                                                                                                                                               | Vocabulary                                                 | Phonics       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------|
| <ul style="list-style-type: none"> <li>Asking for and giving directions</li> <li>Asking and answering questions about how to find the way</li> </ul> | <ul style="list-style-type: none"> <li>Where's the post office?               <ul style="list-style-type: none"> <li>Go along the street. It's by the lake.</li> </ul> </li> <li>How can I get to the zoo?               <ul style="list-style-type: none"> <li>You can take the 22 bus.</li> </ul> </li> </ul> | lost, straight ahead, on the corner, next to, fire station | right<br>fire |

## Review 4

## Glossary

- 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 16 to Unit 20.* Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers the purpose of using each exchange (a pair of question and answer/ response). Tell them to refer to the Functions 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

- Choose the letters that complete the words below. Use **o** for two words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 82. Draw their attention to the letters in this section and say: *You are going to complete each word under the picture, using the letters given.* 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. 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 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 as necessary.

**Answers:** a. go \_    b. storm    c. brown    d. cold    e. campfire  
f. north    g. coach    h. hot    i. cry    j. night

## 2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 83. Draw pupils' 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: *When is the weather often hot? Class: It's often hot in summer.* 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 as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

### Answers:

a. summer    b. cold    c. bus    d. two    e. countryside (or village)  
f. Ha Noi    g. next    h. zoo    i. must    j. mustn't

## 3. Draw a line to match the words that go together.

- Ask pupils to open their Student's Book on Page 84. Get them to look at the chart of the words. 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: *dry season*.
- Set the 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 aloud.

Answers:    1. g    2. a    3. b    4. e    5. d    6. c    7. f

## II. LISTENING

### 1. Listen and complete the sentences.

- Ask pupils to open their Student's Book on Page 84 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and complete the sentences corresponding to the information.* If pupils do not understand, explain the task in Vietnamese. Get pupils to observe the pictures. Then point to each sentence and ask pupils to guess the information to fill the blank. Tell pupils not to worry if they do not understand every word. They should make guesses based on the information they listen. Do the first example with pupils.

### Notes:

1. The traffic light means they must \_\_\_\_\_.
2. The weather will be \_\_\_\_\_ tomorrow.
3. She went to her home village by \_\_\_\_\_.
4. The \_\_\_\_\_ is small but beautiful.
5. The post office is \_\_\_\_\_ the cinema.

- 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 complete the sentences.
- 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. stop      2. cold      3. train      4. village      5. opposite

### Tapescripts:

1. Boy: *What does this red light mean, Mum?*  
Woman: *It means we must stop.*
2. Man: *What will the weather be like tomorrow?*  
Boy: *It'll be cold.*  
Man: *Are you sure?*  
Boy: *Yes.*  
Man: *So you should wear warm clothes.*
3. Boy: *Where did you go last weekend?*  
Girl: *I went back to my home village.*  
Boy: *How did you get there?*  
Girl: *By train.*
4. Girl: *Where's your hometown?*  
Boy: *It's a village by the river.*  
Girl: *Oh, really! What's it like?*  
Boy: *Well. It's small but beautiful.*
5. Man: *Excuse me.*  
Girl: *Yes?*  
Man: *Can you tell me the way to the post office?*  
Girl: *Go straight ahead. It's opposite the cinema.*

### 2. Listen and complete the answers.

- Ask pupils to open their books on Page 85 and tell them the listening purpose: *You are going to listen to five different dialogues. You should complete the answers as you listen.* Get pupils to read the questions and the incomplete answers. They are to guess the information to complete the answers. Remind pupils not to worry if they do not understand every word. Pupils should focus on the information related to the question words as they listen.

### Notes:

1. Where does Lan live?  
In a \_\_\_\_\_.
2. What is her school like?  
It is \_\_\_\_\_.

3. How far is it from her house to the school?

It's about \_\_\_\_\_ kilometres.

4. How does she get to school?

By \_\_\_\_\_.

5. How long does it take her to walk home?

It takes \_\_\_\_\_ minutes.

- 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 read and complete the answers.
- 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 related to the answer again.

### Answers:

1. *village near Ha Noi*
2. *small but beautiful*
3. *two (2)*
4. *motorbike*
5. *about fifteen (15).*

### Tapescripts:

1. Tony: Do you live in the city, Lan?

Lan: No, I don't.

Tony: Where do you live?

Lan: In a village near Ha Noi. (Pause)

2. Tony: Where do you study?

Lan: I study at Van Khe Primary School.

Tony: What is your school like?

Lan: It's small but beautiful. (Pause)

3. Tony: How far is it from your house to your school?

Lan: It's not far, about two kilometres. (Pause)

4. Tony: How do you get to school?

Lan: By motorbike. My mother takes me to school.

But I have to walk home after class. (Pause)

5. Tony: You walk home after school, Lan?

Lan: Yes. It's interesting to walk home with my friends.

Tony: How long does it take you to walk home?

Lan: About fifteen minutes. (Pause)

## III. READING AND WRITING

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

- Ask pupils to open their Student's Book on Page 85 and say: *You are going to review all the sentence patterns from Unit 16 to Unit 20 by matching each question in the left column with the appropriate answer in the right column.* Get pupils to read the sentences a few minutes. Then do the first example with pupils to make sure they understand the task.





## Notes:

- |                                            |                                                                               |
|--------------------------------------------|-------------------------------------------------------------------------------|
| 1. What will the weather be like tomorrow? | a. It's a small village in the countryside.<br>It hasn't got a lot of people. |
| 2. How far is it from here to Ha Noi?      | b. It's often cold.                                                           |
| 3. What does this sign mean?               | c. You can go by bus.                                                         |
| 4. What's your hometown like?              | d. Go straight ahead. It's opposite<br>the cinema.                            |
| 5. How did the accident happen?            | e. It will be hot and sunny.                                                  |
| 6. How can I get to the zoo?               | f. It means we mustn't cross the road.                                        |
| 7. Where's the post office?                | g. A motorbike rider hit him.                                                 |
| 8. What's winter like in your country?     | h. It's about 40 kilometres.                                                  |

- Set the time. Pupils do the task independently. 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 re-read the questions and answers.
- Get pupils to repeat all the exchanges.

**Answers:** 1. e 2. h 3. f 4. a 5. g 6. c 7. d 8. b

## 2. Read the passage and do the tasks.

### Task a

- Ask pupils to open their Student's Book on Page 86 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and observe the picture. Can you guess what you are going to read about?* Let pupils read the title and observe the picture for a few seconds. Then elicit their answers: *What is the passage about?* Teach the new vocabulary: *relative, lorry, drive fast*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *a lot of, such as, at all*. Make sure that pupils understand the passage and Task a: They are to match the words in the left column with those in the right column.

## Notes:

- |             |          |
|-------------|----------|
| 1. a lot    | a. games |
| 2. such     | b. noisy |
| 3. computer | c. of    |
| 4. very     | d. as    |

- Set the time. Pupils read and do the task independently.
- Get pupils to check the answers in pairs. Then call a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the part related to the answer again.

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

### Task b

- Get pupils to read the sentences in Task b for the information. Then they scan the passage quickly to find the appropriate information to compare before their ticking.

### Notes:

1. Tom visited his relatives in the countryside.
2. There were many people, cars, buses and lorries in the city.
3. People drove very slowly in the city.
4. Tom's cousin gave him many computer games.
5. Tom liked the busy life in the city.

- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Pupils check their answers in pairs. Call on a few pupils to read out their answers to the class. If there is any disagreement on any answer, get pupils to read the sentences related to the answer again.

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

### Task c

- Get pupils to read the questions to get the information. Then they scan the passage quickly to find the information to answer the questions.

### Notes:

1. Who did Tom visit?
2. Where did they live?
3. What was life in the city like?

- Set the time. Pupils do the task individually. Call on a few pupils to read out the answers to the class.

### Answers:

1. *He visited his relatives.*
2. *They lived in a big city.*
3. *It was very busy and noisy.*

## IV. SPEAKING

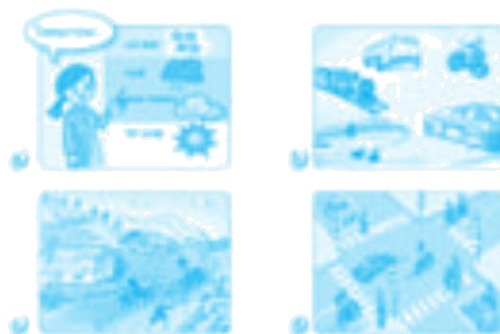
### 1. Ask and answer questions about the pictures below.

- Ask pupils to open their Student's Book on Page 87 and set the context: *You are going to ask and answer questions about the pictures using the guiding questions.* Get pupils to look at each picture and find appropriate guiding questions used to ask and answer about the picture.

## Notes:

### Guiding questions

- What will the weather be like tomorrow?
- How do you often go for your holiday?
- What is life in the village like?
- How do you cross the street?
- What does this road sign mean?
- Pupils work in pairs to take turns to ask and answer questions about each picture. Monitor the activity and offer help as necessary.
- Call on some pairs of pupils to demonstrate the task in front of the class. Praise the pair if they do well.



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

- Ask pupils to open their Student's Books on Page 87 and stick the large-sized 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.*

## Notes:



- 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 turns and say, *In the first picture there is*

*a yellow car. In the second picture there isn't a yellow car.* Get pupils to repeat each sentence a few times. Then repeat the step until all the differences are found.

- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity and offer help as necessary.
- Call on a few pupils to report the differences.

## Answers:

- *In Picture a, there is a yellow car in front of the building on the left-hand side. But in Picture b there is no car.*
- *In Picture a, there is a man riding a motorbike. But in Picture b the man is riding a bike.*
- *In Picture a, the bus is blue. But in Picture b, the bus is yellow.*
- *In Picture a, there is a supermarket on the right-hand side. But in Picture b, there is a restaurant in the place.*

Chịu trách nhiệm xuất bản:  
Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGÔ TRẦN ÁI  
Tổng biên tập kiêm Phó Tổng Giám đốc NGUYỄN QUÝ THAO

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Sách được biên soạn, biên tập, thiết kế,  
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Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam -  
Bộ Giáo dục và Đào tạo

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**TIẾNG ANH 5 - Sách Giáo viên - Tập Hai**

Mã số : 1G512M3

Số đăng ký KHXB : 153-2013/CXB/3-114/GD

In ... bản, khổ 20.5 x 29

Tại ...

Số in ...

In xong và nộp lưu chiểu tháng ... năm 2013.