



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.

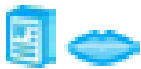
- Draw pupils' attention to the pictures in this section and ask them to comment the children's actions. Set the context: *You are going to hear a chant about parts of the body.* Recall the familiar words and pre-teach the new vocabulary: *appear, above, hear, loud, clear.* Write the new words on the 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.*



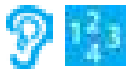
3. Group and say aloud.

- 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:

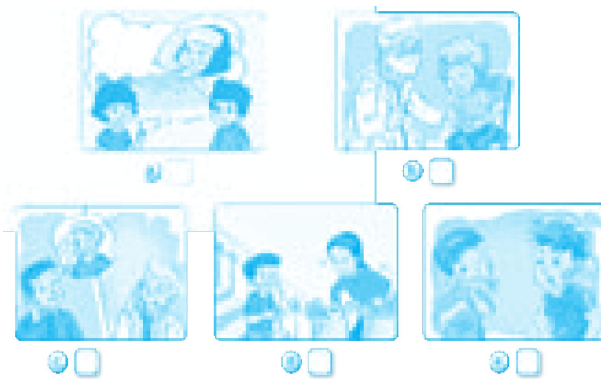
- **arm:** alarm, farmer, farm, charm
- **ear:** dear, clear, near, hear



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:

- 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.

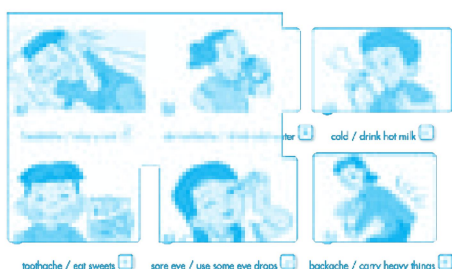
- Ask pupils to open their Student's Book on Page 10. Get them to read the context sentence and observe the pictures to identify the characters. Elicit pupils' answers to the health problem in each picture. Pre-teach the new vocabulary *should, shouldn't*. Write the new words on the board and get pupils 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:

1. Kate often goes _____.
a. dancing b. shopping c. swimming
 2. Paul often plays _____ at home.
a. computer games b. badminton c. football
 3. Susan often watches _____ on TV.
a. films b. sports c. cartoons
 4. 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. a 4. c

Tapescripts:

These pupils are talking about their free-time activities.

1. *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)*
2. *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)*
3. *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)*
4. *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.

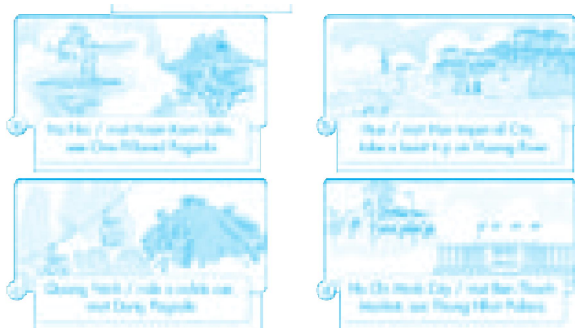
- Ask pupils to open their Student's Book on Page 17. Set the context: *Tony is telling Mai about his holiday in Nha Trang*. Ask pupils to observe the pictures and identify the characters.
- Get pupils to read the lines in the speech bubbles and check their comprehension.
- Play the recording twice: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

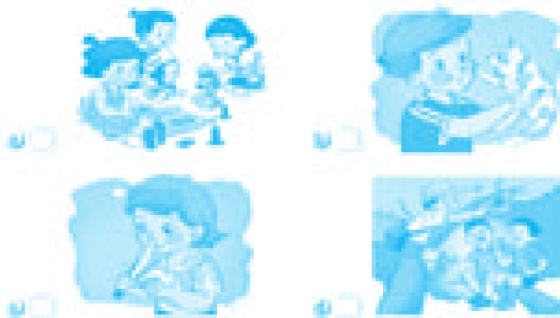
Jim: *slim, Tim, swim, him*



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:

1. 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)
2. 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)
3. 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

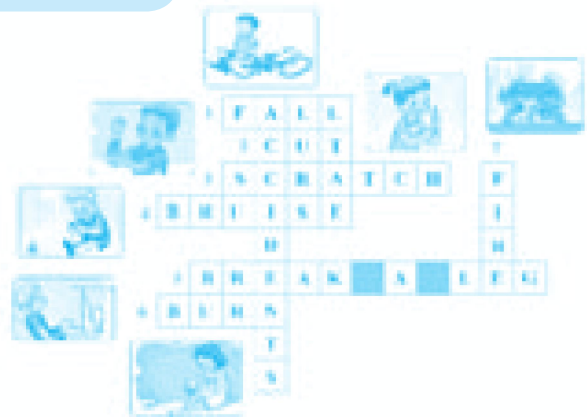


5. Fun time

Do the crossword puzzle.

- 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.

Answers:



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

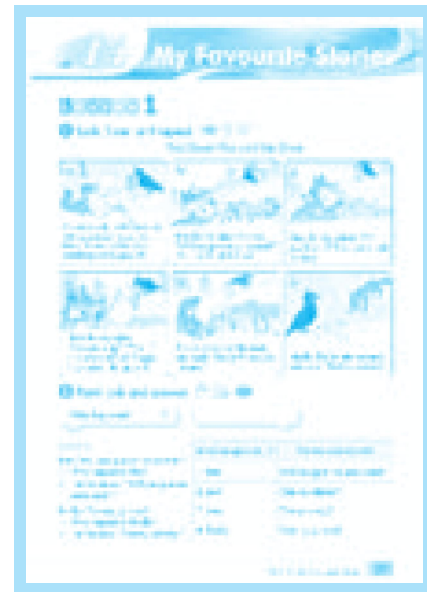
- Asking and answering questions about the main events in a story
- Asking and answering questions about the favourite character in a story

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!"

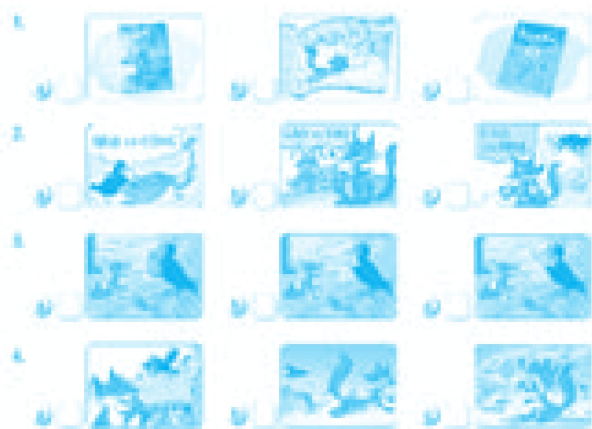
- Remind pupils of the punctuation in the sentences.



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.)