

Tapescripts:

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



4. Talk.

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

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

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

Summary

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

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



2. Listen and read together.

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

Tapescripts:

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



3. Group and say aloud.

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

Answers: **afternoon:** *soon, school, moon, cool*
 brush: *breakfast, brown, break, bring*

Follow-up

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

Notes:

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



1
2
3
4

4. Listen and number.

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

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

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

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

Tapescripts:

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



5. Fun time

Do the crossword puzzle.

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

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

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

Follow-up

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

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

Note: *surf the Internet or surf the Net*



2. Point, ask and answer.

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



3. Read and complete.

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

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

Follow-up

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



4. Write your diary about what you did yesterday.

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

Answers: (Answers vary according to individuals)



5. Fun time

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

Lyrics:

This Is the Way We Do Things

*This is the way we brush our teeth,
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
So early in the morning.*

*This is the way we wash our face,
Wash our face, wash our face.
This is the way we wash our face,
So early in the morning.*

*This is the way we eat breakfast,
Eat breakfast, eat breakfast.
This is the way we eat breakfast,
So early in the morning.*

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

UNIT 5 - Our Picnic to the Seaside

Competences

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

New Language

- **Phonics:** *will small*
- **Vocabulary:** *explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet*
- **Sentence Patterns:**

What will we do in the morning?

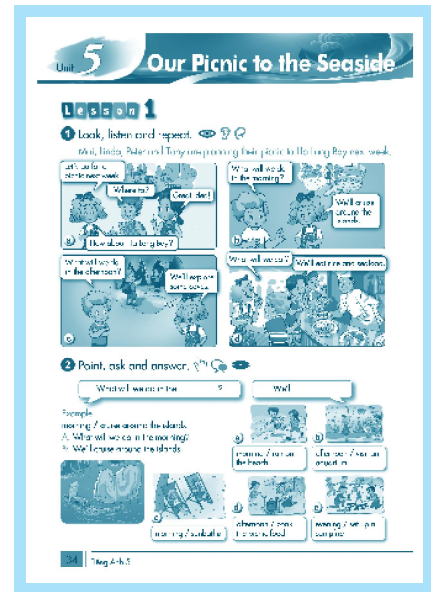
– *We'll cruise around the islands.*

What will you be in the future?

– *I'll be a singer.*

Resources

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



PROCEDURE

LESSON 1

Duration: 2 periods

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

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



1. Look, listen and repeat.

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

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

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



2. Point, ask and answer.

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



3. Listen and tick.

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

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

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

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

Tapescripts:

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

Answers: 1. a 2. c 3. a



4. Talk.

- Ask pupils to look at the picture in this section. Get them to read the instruction and make sure they understand the task: *You will work in pairs to choose a picture. Then you'll ask and answer questions about the location and guess the four activities that the picnic goers will do.* Point to each picture and elicit pupils' answers for the picnic location and four activities that the picnic goers will have. Use the guiding questions in the Student's Book. Write a list of pupils' prompts on the board. Get pupils to repeat each sentence a few times. Do the first example with the whole class to give them a clear idea of how the activity works. Elicit pupils' answers: *Where will the children go? What will they do there? Will they swim in the sea? Will they sunbathe?*, etc.
- For slower pupils, write an open dialogue on the board for them to practise as follows:
A (points to Picture a): Where will they go? (1)
B: _____
A: Will they swim in the sea? (2)
B: _____
A: Will they cruise around the islands? (3)
B: _____
A: Will they explore some caves? (4)
B: _____
A: Will they visit an aquarium? (5)
B: _____

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

Summary

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

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



2. Listen and read together.

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

Tapescripts:

Mai: *What will we do in the morning?*
Quan: *We'll build some sandcastles.*
Mai: *What will we do in the afternoon?*
Quan: *We'll visit a small windmill.*
Mai: *Will we cruise around the islands?*
Quan: *Yes, we will.*

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



3. Listen, complete and say aloud.

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

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



4. Listen and number.

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

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

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

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

Tapescripts:

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

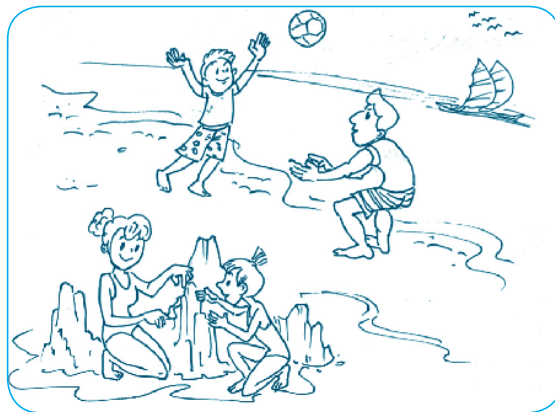
5. Fun time

What Will You Do ...?

Pupil A's picture



Pupil B's picture



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

Example

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

How many men / women / children are there?

Where are they?

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

Is there anything more in your picture?

S2 answers the questions in turns.

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

Example

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

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

The pupil who has the most points wins the game.

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

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



2. Point, ask and answer.

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

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

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



3. Read and do the tasks.

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

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

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

b. Interview two of your classmates...

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

Name	Dream job

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



4. Write about your dream job.

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



5. Fun time

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

Lyrics:

We Will Go Over the Mountain

We will go over the mountain

We will go over the mountain

We will go over the mountain

To see what we will see

To see what we will see

To see what we will see.

The other side of the mountain

The other side of the mountain

The other side of the mountain

Will be what we will see.

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

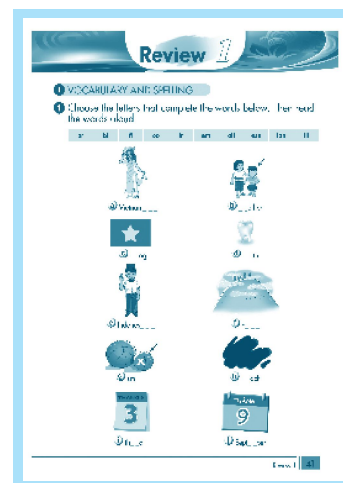
Review 1

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

Duration: 2 periods

Resources:

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



A. SUMMARY

BOOK MAP

Me and My Friends

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

Unit 3. A Birthday Party			
Competences <ul style="list-style-type: none"> Asking and answering questions about a birthday present Asking and answering questions about what one did at a birthday party 	Sentence Patterns <ul style="list-style-type: none"> What present did you give Mai? <ul style="list-style-type: none"> A pink clock. What did you do at the party? <ul style="list-style-type: none"> We played <i>hide-and-seek</i>. 	Vocabulary <p>present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember</p>	Phonics <p><u>th</u>ird Dec<u>em</u>ber</p>
Unit 4. Mai's Day			
Competences <ul style="list-style-type: none"> Asking and answering questions about daily activities Asking and answering questions about past activities 	Sentence Patterns <ul style="list-style-type: none"> What does she often do in the morning? <ul style="list-style-type: none"> She's got classes at school. What did you do last night? <ul style="list-style-type: none"> I surfed the Internet for my school project. 	Vocabulary <p>have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project</p>	Phonics <p>after<u>no</u>on <u>br</u>ush</p>
Unit 5. Our Picnic to the Seaside			
Competences <ul style="list-style-type: none"> Asking and answering questions about what people will do in the future Asking and answering questions about what one will be in the future 	Sentence Patterns <ul style="list-style-type: none"> What will we do in the morning? <ul style="list-style-type: none"> We'll cruise around the islands. What will you be in the future? <ul style="list-style-type: none"> I'll be a singer. 	Vocabulary <p>explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet</p>	Phonics <p><u>will</u> <u>small</u></p>
Review 1			

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

B. REVIEW

I. VOCABULARY AND SPELLING

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

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

Answers:

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

2. Complete the sentences.

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

Answers:

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

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

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

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

Answers:

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

II. LISTENING

1. Listen and tick.

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

Notes:

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

Answers:

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

Tapescripts:

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

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

2. Listen and number.

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

Notes:

- Picture a: *a big red castle with a green gate;* Picture b: *a lot of people standing;*
 Picture c: *a red castle in Green Park Village;* Picture d: *a girl drawing a picture;*
 Picture e: *an old man standing at the door.*
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
 - Replay the recording for pupils to check their answers.
 - Get pupils to check the answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

Tapescripts:

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

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

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

III. READING AND WRITING

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

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

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

2. Read and do the tasks.

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

Answers:

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

IV. SPEAKING

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

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

Notes:

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

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

Answers:

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

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

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

Notes:

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

UNIT 6 - A Visit to the Zoo

Competences

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

New Language

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

Resources

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



PROCEDURE

LESSON 1

Duration: 2 periods

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

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



1. Look, listen and repeat.

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

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

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



2. Point, ask and answer.

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



3. Listen and tick.

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

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

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

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

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

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

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

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

Tapescripts:

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

1. A: What did you do last Sunday?

B: I visited the zoo.

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

B: My brother.

A: How was the trip?

B: It was amazing.

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

B: We walked around to see the animals.

A: Did you take pictures?

B: Yes, I did.

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

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

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

B: I had bread and sausage.

4. A: What did you do after lunch?

B: We went to see an animal show.

A: Was there anything special?

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



4. Talk.

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