

## Notes:



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

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

## Summary

In this lesson, pupils have learnt:

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

## Homelink

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

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

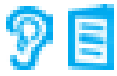
- to pronounce correctly the sound of the letters **ow** as in *crow* and that of the letters **ow** as in *cowshed*; and
- to listen and number the pictures.

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



### 1. Listen and repeat.

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



## 2. Listen and read together.

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

### Tapescripts:

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

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

Son: *Why?*

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

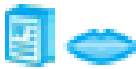
b. Son: *Daddy!*

Father: *Yes, dear?*

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

Father: *Where?*

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



## 3. Group and say aloud.

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

**Answers:** crow: *show, slow, know, snow*

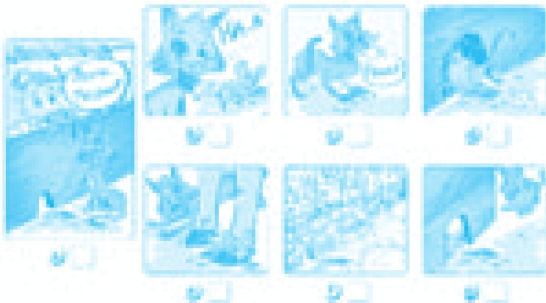
cowshed: *town, down, tower, now, brown, wow*



## 4. Listen and number.

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

### Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

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

### Tapescripts:

#### The Clever Mouse and the Cat

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



## 5. Fun time

### Line-up Story Game

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

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

### Summary

In this lesson, pupils have learnt:

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

### Homelink

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

## LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

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

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



### 1. Look, listen and repeat.

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



### 2. Point, ask and answer.

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



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

#### Task a.

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

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

### Notes:

- Set the time for pupils to do Task a. They are to read the word(s) in each line in the left column and find that (those) which can go with them in the right column.
- Pupils work independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class before giving feedback.

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

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

### Task b.

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



**Answer:** b. Picture a

### Task c.

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

### Notes:

1. The tortoise asked the hare to race.
  2. The tortoise said, "Ready, steady, go!"
  3. The tortoise rested under a tree.
  4. The hare said, "I will win the race."
  5. The animals passed the hare.
  6. The hare won the race.
- Pupils work independently. Monitor the activity and offer help when necessary.
  - Call on a few pupils to report the answers to the class. In case there is disagreement on any answer, ask pupils to reread the part related to the answer.

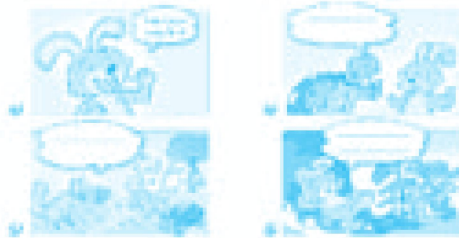
**Answers:** c. 1. T    2. F    3. F    4. T    5. F    6. F



## 4. Write.

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

### Notes:



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

### Suggested answers:

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

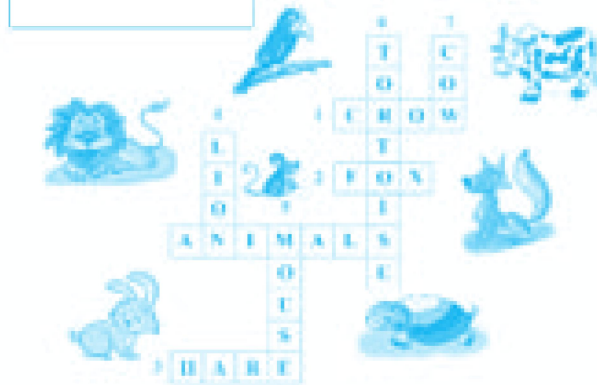


## 5. Fun time

Do the crossword puzzle.

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

### Answers:



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

### Summary

In this lesson, pupils have learnt:

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

### Homelink

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

# UNIT 15 - My Dream House

## Competences

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

## New Language

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

## Resources

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



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

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

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



### 1. Look, listen and repeat.

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

repeat each item a few times. Read the lines in the pictures, pausing at times to check pupils' comprehension. Make sure that pupils can understand the situation and the language.

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



## 2. Point, ask and answer.

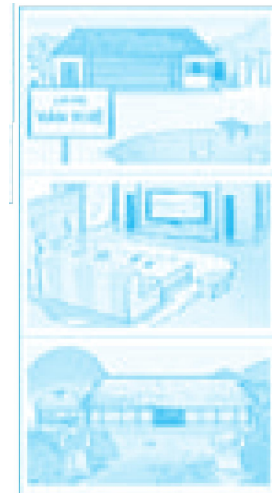
- Get pupils to observe the chart. Say: *You are going to practise asking and answering questions about your dream house. Imagine these will be your dream houses. Have pupils read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Get pupils to repeat each sentence a few times. Teach the new words: comfortable, modern, facilities, view, in the mountains. Write the words on the board and get pupils to repeat each item a few times.*

### Notes:

a. a large house, village, nice view

b. a modern flat, city, modern facilities

c. a comfortable cottage, mountains, beautiful view



- Model the task with the whole class, using the example. Repeat the step a few times. Call on a few open pairs to continue in the same way with all the pictures.
- Pupils work in pairs to take turns to ask and answer questions about their dream houses, using the pictures in this section or the true facts of their houses. Monitor the activity and offer help as necessary.
- Select some pairs to demonstrate this task in front of the class. Praise the pair if the pupils do well.

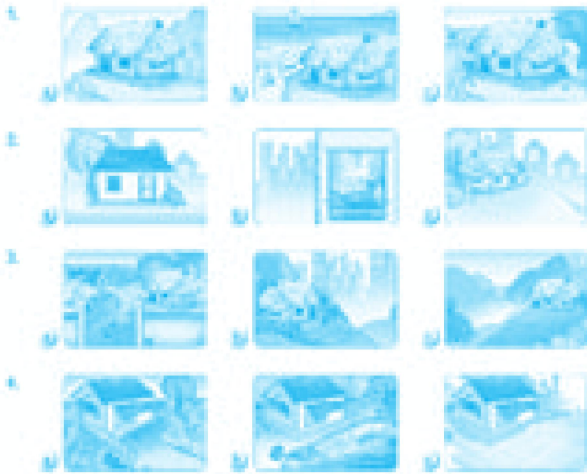


## 3. Listen and circle.

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



## Notes:



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

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

## Tapescripts:

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

1. *Mai: What are you doing, Tom?*

*Tom: I'm drawing my dream house.*

*Mai: What will it be like?*

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

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

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

*Mai: Where will it be?*

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

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

*Tony: It'll be a cottage.*

*Mai: Where will it be?*

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

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

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

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

## 4. Talk.

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

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

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

T: *What will your dream cottage be like?*

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

T: *Where will it be?*

A: *It'll be in the mountains.*

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

## Summary

In this lesson, pupils have learnt:

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

## Homelink

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

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

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

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



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 36. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **ge** as in *village* and that of the letters **ble** as in *comfortable*. Get pupils to read these words a few times.



## 2. Listen and read together.

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

### Tapescripts:

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

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

b. Tom: What about your dream house?

Mai: It will be a comfortable house.

Tom: Where will it be?

Mai: It will be in a village.



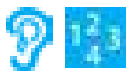
## 3. Group and say aloud.

- Ask pupils to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words and teach the new vocabulary: *age*, *stable*, *cable* and *able*. Get pupils to repeat each item a few times. Do the first example with the class.
- Set the time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words in each column in chorus.

### Answers:

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

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

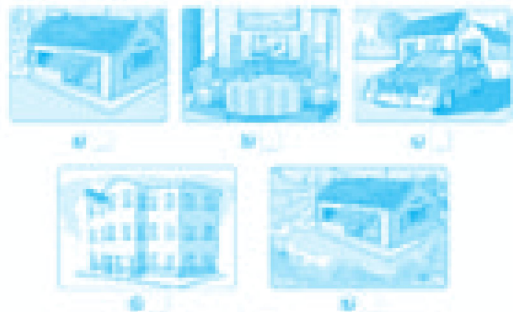


## 4. Listen and number.

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

### Notes:

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



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

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

### Tapescripts:

Voice: Quan is talking about his dream house.

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



## 5. Fun time

### Find Someone Who Has ...

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

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

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

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

### Summary

In this lesson, pupils have learnt:

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

### Homelink

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

### LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

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

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



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

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



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

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



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

##### Task a.

- Ask pupils to open their Student's Book on Page 39. Get them to observe the pictures, read the title and the tasks. Have them guess what they are going to read about. Point to the pictures and elicit pupils' comments on the appearance of the house and the robot. Say: *You are going to read a passage about the facilities in Quan's dream house and do the tasks that follow.* Give pupils a few seconds to read through the tasks and scan the passage. Read the passage, pausing at times to check pupils' comprehension. Teach the key words: *do the cooking or cleaning, relax, ideal.* Use a mixture of English and Vietnamese to get pupils to understand

the vocabulary. Write the words on the board and get pupils to repeat each item a few times. Make sure that pupils understand the passage and Task a: They are to read the words in focus and find words that can go together. Suggest pupils refer to the reading passage when necessary. Do the first item as an example.

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

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

### Task b.

- Get pupils to read the information in the left column of the chart. Tell them to scan the reading passage quickly to find out the appropriate information to complete the chart.
- Set the time and let pupils do the task independently. Monitor the activity and offer help when necessary.
- Call on a few pupils to report the answers to the class. In case there is disagreement on any answer, ask pupils to reread the part related to the answer.

### Answers:

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

### Task c.

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

### Answers:

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



### 4. Write.

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

*dream house. You should read the guide and complete sentences about your dream house. Do the first example with the class: My dream house will be a large cottage.*

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



## 5. Fun time

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

Lyrics:

### There's a Car in the Garage

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

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

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

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

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

## Summary

In this lesson, pupils have learnt:

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

## Homelink

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

# Review 3

**Objectives:** In this review unit, the teacher will help pupils to revise topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 11 – 15. Then pupils will do the tasks related to *vocabulary and spelling, listening, reading and writing* to consolidate the language knowledge and skills they have learnt in the focused units.

**Duration:** 2 periods

**Resources:**

- Student's Book *Tiếng Anh 5, Tập Hai, Review 3, Pp. 41 – 46*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 11 – 15.



## A. SUMMARY

### BOOK MAP

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



## Unit 13. Accident Prevention

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

## Unit 14. My Favourite Stories

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

## Unit 15. My Dream House

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

## Review 3

- Get pupils to look at the book map in the Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 11 to Unit 15. Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers to the using purpose of each exchange (a pair of question and answer/response). Tell them to refer to the Functions column as necessary.*
- Then draw pupils' attention to the Vocabulary and Phonics columns. Get pupils to repeat each word in the Vocabulary column and check their comprehension. Then get pupils to repeat each word in the Phonics column. Tell them to notice the underlined letters and their pronunciation.

## B. REVIEW

### I. VOCABULARY AND SPELLING

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

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

#### Answers:

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

#### 2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 42. Draw pupils' attention to the pictures in this section. Ask them to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *What shouldn't he do?* Class: *He shouldn't glide down the staircase.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

#### Answers:

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

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

- Ask pupils to open their Student's Book on Page 43. Get them to look at the chart of the words. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class: *break a leg.*
- Set time and let pupils do the task independently.

- Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words aloud.

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

## II. LISTENING

### 1. Listen and tick.

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

#### Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the pictures.
- Replay the recording for pupils to check the answers.
- Get pupils to correct their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

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

#### Tapescripts:

- Girl: Ouch!*  
*Boy: What's the matter?*  
*Girl: The tea pot is so hot.*  
*Boy: Be careful. You may get a burn with it. (Pause)*

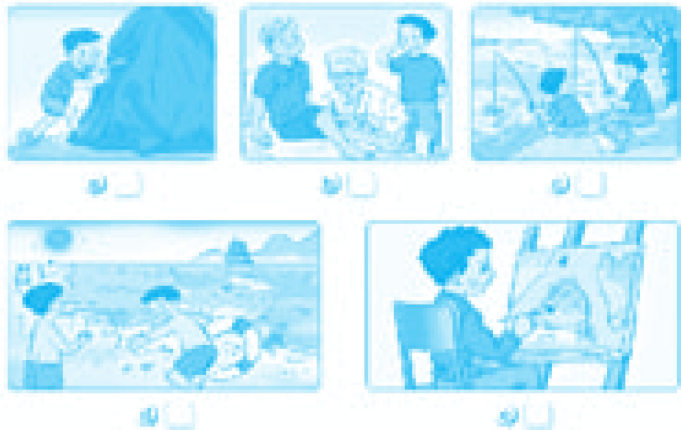
2. *Boy: Let's do a puzzle!*  
*Girl: Well, it's too boring. Look. The weather's fine.*  
*Boy: Yeah. How about going swimming?*  
*Girl: Great idea! Let's go to the swimming pool. (Pause)*
3. *Boy: What are you drawing?*  
*Girl: A crow.*  
*Boy: Why do you draw it?*  
*Girl: Well, for the cover of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

## 2. Listen and number.

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

### Notes:

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



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

### Tapescripts:

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

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

## III. READING AND WRITING

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

- Ask pupils to open their Student's Book on Page 44 and say: *You are going to review the sentence patterns from Unit 11 to Unit 15 by matching each question in the left column with the appropriate answer in the right column.* Get pupils to read the sentences a few minutes. Then do the first example with pupils to make sure they understand the task.
- Individual work. Set time. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to re-read the questions and answers related to the problem in their books.
- Get pupils to repeat all the exchanges.

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

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

#### Tasks a, b & c

- Ask pupils to open their Student's Book on Page 45 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Let pupils read the title

and look at the picture for a few seconds. Then elicit their answers: *What is the passage about?* Pre-teach the meaning of the key words/phrases: *three-storey house, a fireplace, keep the house warm*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *will*.

- Individual work. Set time. Pupils read and do the task.
- Get pupils to check the answers in pairs. Then call on a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the related part again.

### **Answers:**

#### **Task a**

1. T    2. F    3. F    4. T    5. T

#### **Task b**

*the dream house*

#### **Task c**

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

## **IV. SPEAKING**

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

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

#### **Suggestions**

- Picture a: *Where is he?*  
Picture b: *What time is it?*  
Picture c: *Where is he going?*  
Picture d: *What's happening?*  
Picture e: *What happens next?*  
Picture f: *What happens to his arm?*

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

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

- Ask pupils to open their Student's Books on Page 46 and stick the large - sized sheet of paper with the pictures of this section on the board. Say: *You are going to say the differences between the two pictures. Now, look at each picture. Observe the details in it and say the four differences.* Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the crosses in turns and say, e.g. *In Picture a, there is a cat and a dog but in Picture b there are 2 cats.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.
- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity.
- Call on a few pupils to report the differences.

### Answers:



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

# UNIT 16 - The Weather and Seasons

## Competences

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

## New Language

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

## Resources

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



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

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

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



### 1. Look, listen and repeat.

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



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

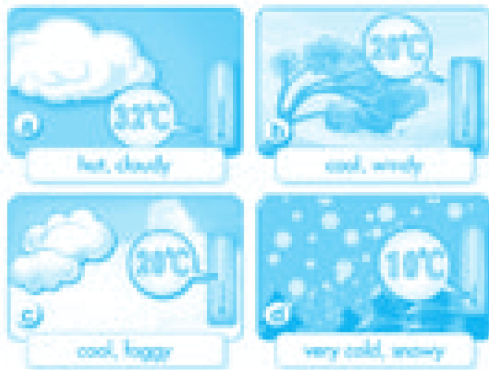
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Mai and the weather woman.



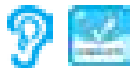
## 2. Point, ask and answer.

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

### Notes:



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



## 3. Listen and complete.

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

### Notes:

- Do the first example with pupils. Then play the recording twice: once for pupils to listen all the way through and once for them to read and complete the chart. Pause after each part for pupils to have sufficient time to read and write.
- Replay the recording for pupils to check their answers. Get pupils to correct their answers in pairs. Ask some pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the answer again.

| Viet Nam  | Friday          | Saturday        |
|-----------|-----------------|-----------------|
| The north | cold and _____  | _____ and rainy |
| Central   | _____ and foggy | cold and _____  |
| The south | _____ and _____ | _____ and sunny |

## Answers:

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

## Tapescripts:

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

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

## 4. Talk.

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

## Notes:



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

## Example

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

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

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

*Caller: And what about tomorrow?*

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

*Caller: Thank you for your help.*

## Summary

In this lesson, pupils have learnt:

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

## Homelink

- Pupils copy the weather map of Viet Nam and four weather icons and colour them for the class display in the next lesson.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

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

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



### 1. Listen and repeat.

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



### 2. Listen and read together.

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

### Tapescripts:

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