

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

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

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



3. Group and say aloud.

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

Answers:

stormy: *popcorn, storm, worn, story*

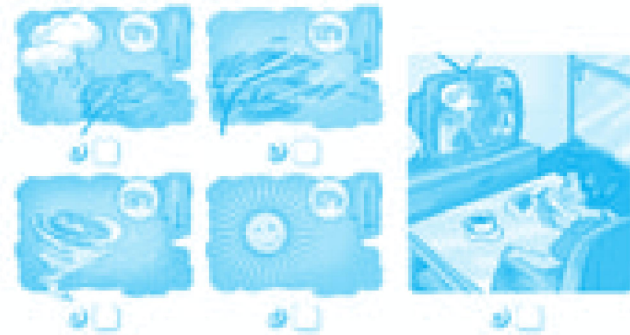
cold: *old, sold, told, fold*



4. Listen and number.

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

Notes:



- Play the recording three times: once for pupils to listen all the way through and once for them to do the task and once for them to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording related to the answer again.

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

Tapescripts:

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

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

Tony: *Well, we should stay indoors.*

John: *Why?*

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

John: *How do you know?*

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

2. The children are at Mai's house. They are working on a school project.

Mai: I don't see Nga here. Where is she?

Nam: She can't come with us.

Mai: Why not?

Nam: It's windy and rainy today.

Mai: Oh, I see.

3. Mai is talking with her mother about her school visit to the zoo.

Mai: Tomorrow we are going to visit the zoo.

Mrs Lan: Don't forget your hat and water. It'll be very hot and sunny.

Mai: Yes, Mum. Thanks.

4. Nam is planning an outdoor activity for his class.

Nam: What will the weather be like tomorrow, Mai?

Mai: I don't know. Why do you want to know?

Nam: I'm planning an outdoor activity for our class tomorrow.

Mai: You should ask Quan. He listens to the weather forecast every day.

5. Nam is going to school. He's saying goodbye to his mother.

Mrs Binh: Are you ready for school, Nam?

Nam: Yes, Mum.

Mrs Binh: You should put on your warm clothes.

It'll be very cold and windy in the afternoon.

Nam: Thanks, Mum.



5. Fun time

Weather Sentences

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

Materials:

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

How to play the game:

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

Example

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 51. Set the context: *Mai and Akio are talking about the different weather in their countries*. Ask pupils to observe the pictures and elicit their comments on the seasons. Read the lines and check pupils' comprehension.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Divide the class into groups to take turns to say the sentences in each picture.



2. Point, ask and answer.

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

Notes:



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



3. Read the passage and do the tasks.

Task a.

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

Answers:

City	Seasons	Weather	Month
Hà Nội, Hà Phòng, Quảng Ninh	two	cool, dry	November to April
Đà Nẵng, Huế	two	hot, dry, cooler	November to April May to November
Hồ Chí Minh City	two	hot, dry, cooler	November to April May to November

Task b.

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

Answers:

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

Follow-up

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

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



4. Write.

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



5. Fun time

Tune: **London Bridge Is Falling Down**

Lyrics:

The Weather Song

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

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

UNIT 17 - My Hometown

Competences

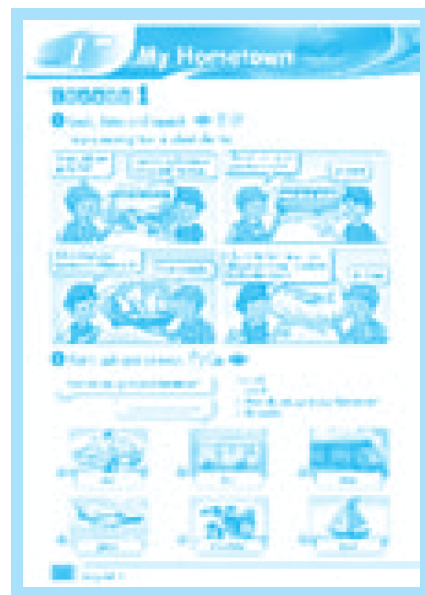
- Asking and answering questions about means of transport
- Asking and answering questions about a trip duration from one place to another

New Language

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

Resources

- Student's Book *Tiếng Anh 5, Tập Hai, Unit 17, Pp. 54-60*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for the teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about means of transport.

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



1. Look, listen and repeat.

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

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



2. Point, ask and answer.

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



3. Listen and circle.

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

Notes:

1. *Nga went to see her grandparents by _____.*
a. bus b. motorbike c. coach
 2. *Linda went to her hometown by _____.*
a. train b. coach c. plane
 3. *Linh went to her home village by _____.*
a. motorbike b. train c. ship
 4. *Mai went to her hometown by _____.*
a. boat b. taxi c. plane
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to read and circle the appropriate letters indicating the answers.
 - Replay the recording for pupils to check their answers. Get pupils to correct their answers in pairs. Ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again. Read out the correct answer to the class.

Answers:

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

Tapescripts:

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

**4. Talk.**

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

- Get pupils to open their Student's Book on Page 56. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **ch** as in *coach* and that of the letters **th** as in *north*. Have pupils repeat these two words a few times.



2. Listen and read together.

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

Tapescripts:

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

Beth: I went to my home village.

Ruth: Did you have a good time?

Beth: Yes. I had much fun there.

Ruth: Where is your home village?

Beth: It's in the north of England.

Ruth: How did you last get there?

Beth: By coach.



3. Listen, complete and say aloud.

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

Notes:

1. lun ____	2. tea ____
3. mon ____	4. sou ____
5. too ____	6. mu ____
7. bea ____	8. cat ____

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each word for pupils to have sufficient time to read and complete each word.
- Have pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words completed.

Tapescripts:

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

Answers:

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



4. Listen and complete.

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

Notes:

Name	Place	By
1. Minh	north of Ho Chi	_____
2. Hung	Hue, Da Nang Province	_____
3. Lan	Australia	_____
4. Hoa Han	south of Ho Chi	_____

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to read and complete the missing information.
- Replay the recording for pupils to check their answers. Get pupils to exchange their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement, play the recording related to the answer again.

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

Tapescripts:

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



5. Fun time

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

Lyrics:

To-My-Home-Town Song

<i>I went by bus,</i>	<i>I went by train,</i>
<i>I went by bus</i>	<i>I went by train</i>
<i>To my hometown.</i>	<i>To my hometown.</i>
<i>I had fun,</i>	<i>I had fun,</i>
<i>I had fun</i>	<i>I had fun</i>
<i>All the way home.</i>	<i>All the way home.</i>

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

Follow-up

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

- Get pupils to open their Student's Book on Page 58, observe the pictures and read the texts to identify the characters. Set the context: *Nga is meeting Linda after the weekend. You are going to listen to their dialogues.* Read the lines in the speech bubbles. Stop at times to check pupils' comprehension. Make sure that they understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups. The groups take turns to say the words from Nga and Linda.

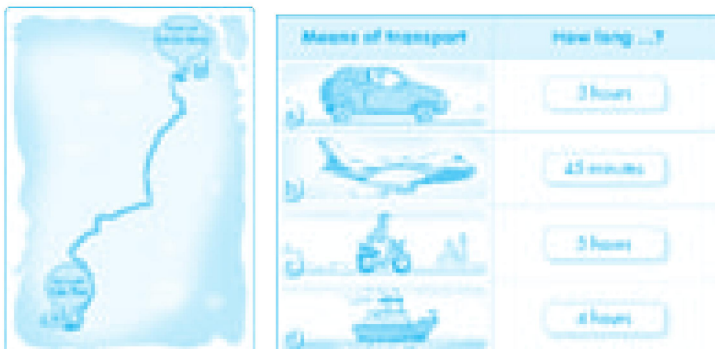


2. Point, ask and answer.

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

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

Notes:



3. Read the passage and do the tasks.

Task a.

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

Answers:

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

Task b.

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

Notes:

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

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

Answers:

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



4. Write.

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

The answers vary according to individual writing.



5. Fun time

Bingo

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

UNIT 18 - Life in the Village and City

Competences

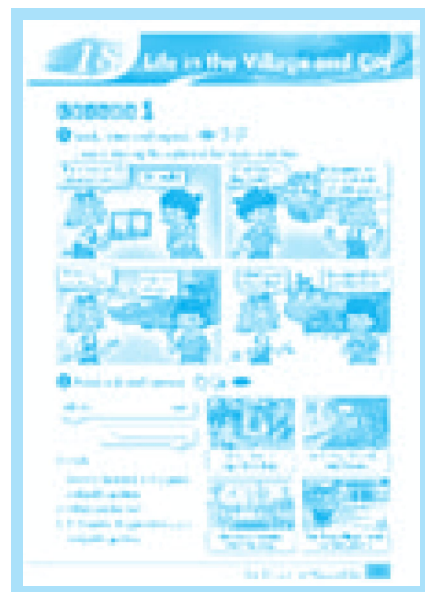
- Asking and answering questions about what a village / town / city is like
- Asking and answering questions about how to compare two places or things

New Language

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

Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 18, Pp. 61 - 67*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about what a village / town / city is like.

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



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 61. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters in each picture and what is happening in each picture. Set the context: *Linda is showing Thu a photo of her house in London. You are going to hear them talk about their hometowns.* Read each line in the pictures, stopping at times to check pupils' comprehension, using English or Vietnamese when necessary. Make sure that pupils can understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Linda and Thu.



2. Point, ask and answer.

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

Notes:



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



3. Listen and complete.

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

Notes:

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

- Play the recording twice: once for pupils to listen all the way through and once for them to read and complete the sentences. Pause after each part for pupils to have sufficient time for their reading and completing.
 - Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

Answers:

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

Tapescripts:

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

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

4. Talk.

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

Example

Pupil A: What's your village like, B?

Pupil B: It is small and quiet. It hasn't got many people. And where do you live, A?

Pupil A: Oh! I live in a town far from here.

Pupil B: What's it like?

Pupil A: It's large. It's got a lot of people and it's very noisy.

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 63. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letter **o** as in *go* and that of the letter **o** as in *got*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

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

Tapescripts:

a. Tony: *Where's your hometown?*

Nam: *It's on an island.*

Tony: *How do you go there?*

Nam: *By ferry boat.*

b. Nam: *And where is your hometown, Tony?*

Tony: *It's near the centre of Australia.*

Nam: *What's it like?*

Tony: *Well, it's hot. It hasn't got many farms.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 63. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Say each word and get pupils to repeat a few times.
- Set the time and let pupils do the task independently. Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

go: rope, nose, cold, close, home

got: lot, pot, not, holiday, hot



4. Listen and tick.

- Ask pupils to open their Student's Book on Page 64 and get them to observe the pictures and get the information from the chart. Ask pupils to guess what they are going to hear. Say: *You are going to listen to four children talking about their hometowns. Tick the appropriate boxes in the chart as you listen. Do the first example with pupils.*
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to observe the pictures, read the texts and do their ticking.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. If there is disagreement on any answer, play the part related to the answer again.

Notes:

Where do they live?

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

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

Tapescripts:

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

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

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

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

5. Fun time

Word Maze

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

Answers:



Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

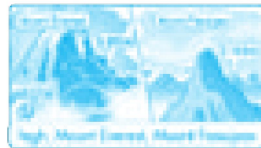
- Ask pupils to open their Student's Book on Page 65. Get them to observe the pictures and read the texts. Say: *Akio is showing some photos of her last holiday to Nam.* Recall the meaning and usage of *which* and the comparative forms of the short adjectives such as *bigger*, *longer* and *higher*.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



2. Point, ask and answer.

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

Notes:



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

- Select a few pairs to perform the task in front of the class, using flashcards or the pictures available. Praise the pair if pupils do well.



3. Read the passage and do the tasks.

Task a.

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

Answers:

noisy # *quiet*

small # *big*

peaceful # *exciting*

Task b.

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

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

Task c.

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

Answers:

1. *She lives in Binh Minh Village in Thai Binh Province.*

2. *He lives in Nam Giang Town in Nam Dinh Province.*

3. *Because his hometown is exciting.*



4. Write.

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



5. Fun time

A Card Game

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

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

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

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

Suggested answers:

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

UNIT 19 - Road Signs

Competences

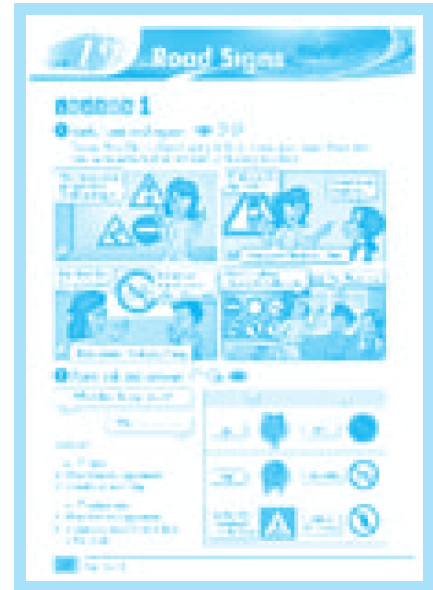
- Asking and answering questions about road signs
- Asking and answering questions about how to be safe in the streets

New Language

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

Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 19, Pp. 68 - 74*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about road signs.

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



1. Look, listen and repeat.

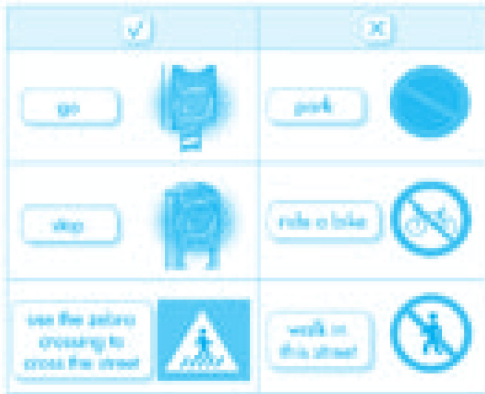
- Ask pupils to open their Student's Book on Page 68, observe the pictures, read the title and the texts. Elicit their answers to identify the characters in each picture and what is happening. Set the context: *Today, Miss Hien's class is going to learn about road signs. Nam was late because he had an accident on his way to school.* Read each line in the pictures, stopping at times to check pupils' comprehension. Make sure that pupils can understand the situation and language in the pictures.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Miss Hien, Mai, Phong and Nam.



2. Point, ask and answer.

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

Notes:



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



3. Listen and circle.

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

Notes:

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

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

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

Tapescripts:

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

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

Class: Yes!

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

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

Miss Hien: Very good. (Pause)

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

Mai: It's the zebra crossing.

Miss Hien: What does the sign mean?

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

Miss Hien: Well done! (Pause)

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

Pupils: The traffic lights.

Miss Hien: What light is on now?

Pupils: Red.

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

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

Miss Hien: Very good. (Pause)

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

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

Miss Hien: Good! What about you, Mai?

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

Miss Hien: What does this road sign mean?

Mai: We mustn't enter that area.

Miss Hien: Well done, Mai. (Pause)



4. Talk.

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

Example

Teacher (T): *What is this?*
Class: *It's a road sign.*
T: *Where do we see this sign?*
Class: *We see it in the streets.*
T: *What does this sign mean?*
Class: *It means we must stop.*
T: *How do you know it?*
Class: *Because the traffic light is red.*
Etc.

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 70. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **br** as in *zebra* and those of the letters **cr** as in *crossing*. Get pupils to listen and repeat these two words a few times.