



2. Listen and read together.

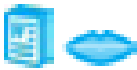
- Draw pupils' attention to the pictures in this section. Get them to read the texts and notice the words in focus. Read each line of the chant, pausing at times to check pupils' comprehension. Get them to repeat each line a few times. Read the chant again and get pupils to clap the words in focus: one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

Tapescripts:

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

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

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



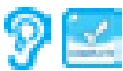
3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 70, observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words, using the appropriate techniques. Say each word and get pupils to repeat it a few times.
- Set the time and let pupils do the task independently. Pupils check their answers in pairs.
- Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

zebra: *brown, umbrella, breakfast, bring*

crossing: *cry, crown, crocodile, crossword*



4. Listen and complete.

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

Notes:

1. The girls _____ the zebra crossing.
 2. The girls and the boys _____ their bikes there.
 3. The woman _____ a helmet.
 4. The boys mustn't play _____.
 5. The little boy mustn't run after a _____.
- Play the recording twice: once for pupils to listen all the way through and once for them to read and complete the sentences. Pause after each part for pupils to have sufficient time to read the sentences and complete them.
 - Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. If there is disagreement on any answer, play the part related to the answer again.

Answers:

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

Tapescripts:

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

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

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

Miss Hien: What's wrong with them?

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

Miss Hien: Very good, Nam.

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

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

Miss Hien: No, they mustn't.

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

Phong: A woman's riding a motorbike.

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

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

Miss Hien: Very good, Phong.

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

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

Miss Hien: No, they mustn't.

5. *Miss Hien: And the last picture. Look at this picture, Linh.*

What do you see?

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

Miss Hien: Well done, Linh.



5. Fun time

Crossword Puzzle

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

Notes:

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

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

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

Answers:



Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

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



2. Point, ask and answer.

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

Notes:



- Model the task with the whole class, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.

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

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



3. Read the passage and do the tasks.

Task a.

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

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

Task b.

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

Notes:

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

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

Task c.

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

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

Answer: "I" indicates "the bus"



4. Write.

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

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



5. Fun time

A Matching Game

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

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

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

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

UNIT 20 - Finding the Way

Competences

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

Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 20, Pp. 75 - 81*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask for and give directions.

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



1. Look, listen and repeat.

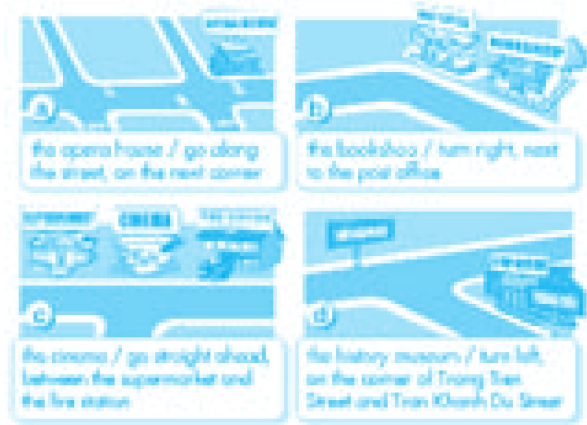
- Ask pupils to open their Student's Book on Page 75. Get them to observe the pictures, read the title and the texts. Elicit their answers to identify the characters and what is happening in each picture. Set the context: *Akio is visiting Ha Noi. She wants to go to many places in the city.* Read each line in the speech bubbles, stopping at times to check pupils' comprehension. Teach the new vocabulary: *corner, two-minute walk, go straight ahead.* Make sure that pupils can understand the situation and language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Akio and other people.



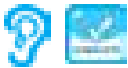
2. Point, ask and answer.

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

Notes:



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



3. Listen and complete.

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

Notes:

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

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

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

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

Tapescripts:

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

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

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

Boy: *How do I get there?*

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

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

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

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

Boy: *Thank you very much.*

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

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

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

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

Boy: *Thank you very much.*

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

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

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

Boy: *Thank you very much.*

Girl: *No problem. (Pause)*



4. Talk.

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

Example

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

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

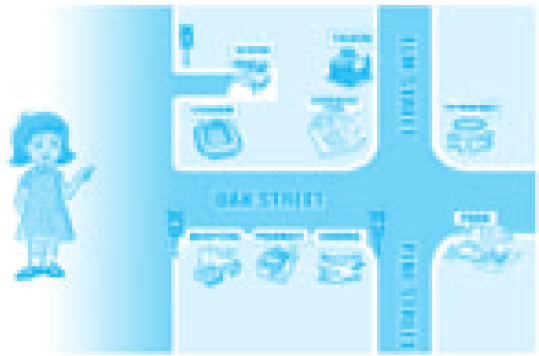
T: *Good. What do you say to answer the question?*

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

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

Notes:

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



Summary

In this lesson, pupils have learnt:

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

Homelink

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

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 77. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sounds of the letters **ight** as in *right* and those of the letters **ire** as in *fire*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

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

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

Tapescripts:

- a. Mai: *Look! The fire station is on your right.*
 Akio: *Oh, there are a lot of firemen.*
 Mai: *Maybe there's a fire somewhere.*
- b. Akio: *Well, my brother is also a fireman.*
 Mai: *Firemen are fire fighters.*
 Akio: *They're knights who fight against fire.*



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 77. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Teach the new vocabulary: *hire*, *wire*, and *light*. Say each word and get pupils to repeat it a few times.
- Set the time and let pupils do the task independently. Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

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

fire: *wire, hire, fireman*



4. Listen and circle the answers.

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

Notes:

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

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

- Play the recording twice: once for pupils to listen all the way through and once for them to circle the appropriate answers. Pause after each part for pupils to have sufficient time to read and circle the answers.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. If there is disagreement on any answer, play the part related to the answer again.

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

Tapescripts:

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

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

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

Girl: Thank you very much.

Man: You're welcome. (Pause)

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

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

Girl: Thank you very much.

Boy: You're welcome. (Pause)

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

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

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

Boy: No problem. (Pause)

4. *Girl: Excuse me.*

Woman: Yes?

Girl: Where's the park, please?

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

Girl: Thank you very much.

Woman: You're welcome. (Pause)

5. Fun time

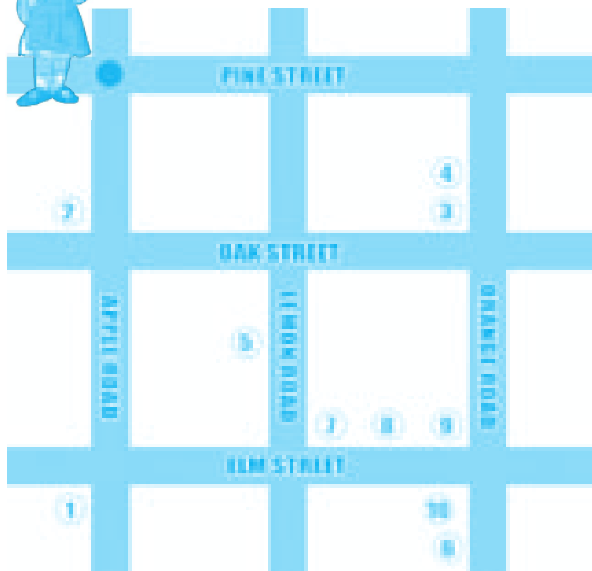
Giving Directions

(Information gap)

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

Materials:

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



PUPIL A'S MAP

Ask your partner how to get to the following places:

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

Fill in the missing names.

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

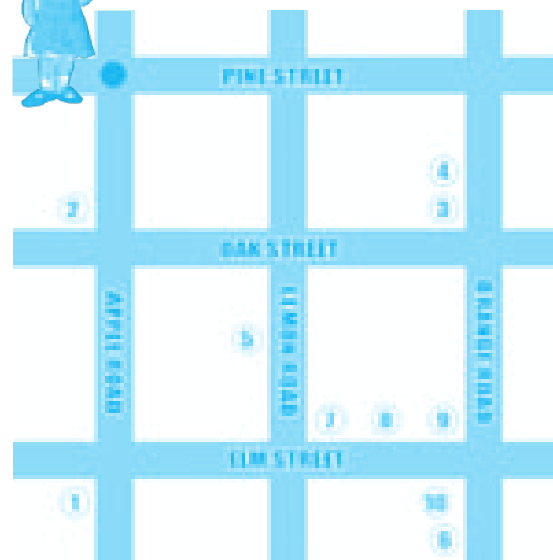
PUPIL B'S MAP

Ask your partner how to get to the following places:

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

Fill in the missing names.

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



How to play the game:

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

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

- He or She is to ask for directions to get to the places which have the missing names on his or her list. Then he or she writes the names of these places.
- Pupil B has a map with places named *The Central Park, ABC Supermarket, Rex Cinema, The History Museum, The Stadium* and a list of missing names:

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

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

Example a

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

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

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

Pupil A: Thank you very much.

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

Example b

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

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

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

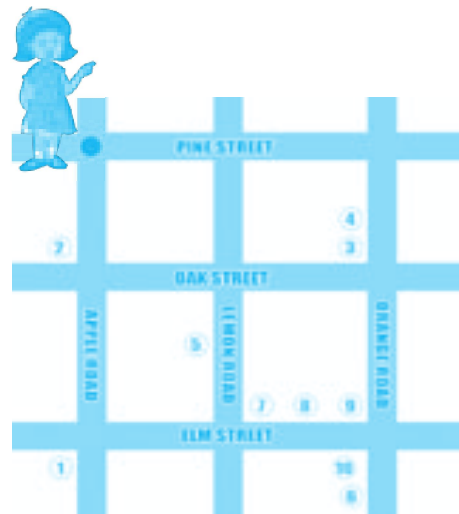
Pupil B: Thank you very much.

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

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

Answers

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



Pupil A's report:

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

Pupil B's report:

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

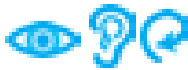
LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

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

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



1. Look, listen and repeat.

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



2. Point, ask and answer.

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

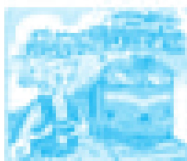
Notes:



post office / walk to it



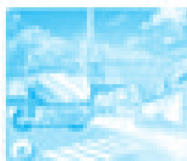
West Lake / take a taxi



Home / go by train



Phi Giang Island / travel by ship



Can Tho / take a coach

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

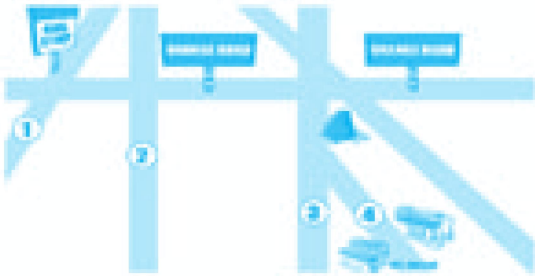


3. Read the passage and do the tasks.

Task a.

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

Notes:



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

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

Task b.

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

Notes:

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

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

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

Task c.

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

Notes:

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

Answers:

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



4. Write.

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

Notes:

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



Answers:

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

or

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



5. Fun time

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

Tune: **The Wheels on the Bus**

Lyrics:

The Wheels on the Bus

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

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

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

Summary

In this lesson, pupils have learnt:

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

Homelink

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

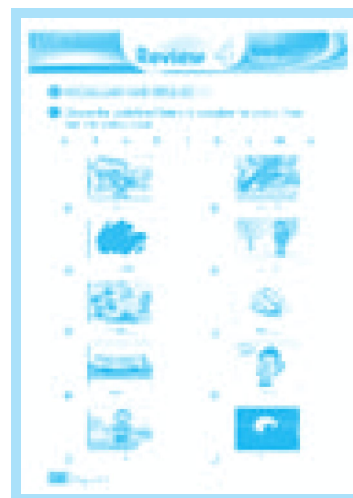
Review 4

Objectives: In this review unit, the teacher will help pupils to revise the topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 16 – 20. Then pupils will do the tasks related to *vocabulary and spelling, listening, reading and writing* to consolidate the language knowledge and skills they have learnt in the focused units.

Duration: 2 periods

Resources:

- Student's Book *Tiếng Anh 5, Tập Hai, Review 4, Pp. 82 – 87*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 15–20.



A. SUMMARY

Me and the World Around			
Unit 16. The Weather and Seasons			
Competences <ul style="list-style-type: none"> • Asking and answering questions about the weather • Asking and answering questions about the seasons 	Sentence Patterns <ul style="list-style-type: none"> • What will the weather be like tomorrow? <ul style="list-style-type: none"> – It'll be cold and stormy. • What's summer like in your country? <ul style="list-style-type: none"> – It's often hot. There is much rain. 	Vocabulary <p>forecast, foggy, cool, stormy, snowy, spring, summer, autumn, winter, seasons</p>	Phonics <p>stormy cold</p>
Unit 17. My Hometown			
Competences <ul style="list-style-type: none"> • Asking and answering questions about means of transport • Asking and answering questions about a trip duration from one place to another 	Sentence Patterns <ul style="list-style-type: none"> • How did you get to your hometown? <ul style="list-style-type: none"> – By coach. • How long does it take to get there by train? <ul style="list-style-type: none"> – Two hours. 	Vocabulary <p>hometown, taxi, coach, motorbike, Underground, scenery, hour, minute, far</p>	Phonics <p>coach north</p>
Unit 18. Life in the Village and City			
Competences <ul style="list-style-type: none"> • Asking and answering questions about what a village / town / city is like • Asking and answering questions about how to compare two places or things 	Sentence Patterns <ul style="list-style-type: none"> • What's London like? <ul style="list-style-type: none"> – It's beautiful. It's got a lot of parks and public gardens. • Which city is bigger, Tokyo or London? <ul style="list-style-type: none"> – Tokyo is. 	Vocabulary <p>life, mount, bridge, traffic, high, noisy, peaceful, quiet</p>	Phonics <p>go got</p>

Unit 19. Road Signs

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

Unit 20. Finding the Way

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

Review 4

Glossary

- Get pupils to look at the book map in the Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 16 to Unit 20. Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers the purpose of using each exchange (a pair of question and answer/ response). Tell them to refer to the Functions column as necessary.*
- Then draw pupils' attention to the Vocabulary and Phonics columns. Get pupils to repeat each word in the Vocabulary column and check their comprehension. Then get them to repeat each word in the Phonics column. Tell them to notice the underlined letters.

B. REVIEW

I. VOCABULARY AND SPELLING

1. Choose the letters that complete the words below. Use o for two words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 82. Draw their attention to the letters in this section and say: *You are going to complete each word under the picture, using the letters given.* Get pupils to look at each picture in this section and predict the letters to complete the word under it. Elicit and write the word prompted. Repeat the step with the rest of the pictures. Play the recording or read all the words twice: once for pupils to listen and check with their prompts and once for them to repeat. Pause after each word for pupils to repeat a few times. Make sure pupils understand the language and the task.
- Individual work. Pupils do the task. Monitor the activity and offer help as necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words as necessary.

Answers: a. go b. storm c. brown d. cold e. campfire
 f. north g. coach h. hot i. cry j. night

2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 83. Draw pupils' attention to the pictures in this section. Ask them to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *When is the weather often hot?* Class: *It's often hot in summer.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

Answers:

a. summer b. cold c. bus d. two e. countryside (or village)
f. Ha Noi g. next h. zoo i. must j. mustn't

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

- Ask pupils to open their Student's Book on Page 84. Get them to look at the chart of the words. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class: *dry season*.
- Set the time and let pupils do the task independently.
- Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words aloud.

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

II. LISTENING

1. Listen and complete the sentences.

- Ask pupils to open their Student's Book on Page 84 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and complete the sentences corresponding to the information.* If pupils do not understand, explain the task in Vietnamese. Get pupils to observe the pictures. Then point to each sentence and ask pupils to guess the information to fill the blank. Tell pupils not to worry if they do not understand every word. They should make guesses based on the information they listen. Do the first example with pupils.

Notes:

1. The traffic light means they must _____.
2. The weather will be _____ tomorrow.
3. She went to her home village by _____.
4. The _____ is small but beautiful.
5. The post office is _____ the cinema.

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

Answers: 1. stop 2. cold 3. train 4. village 5. opposite

Tapescripts:

1. *Boy: What does this red light mean, Mum?*
Woman: It means we must stop.
2. *Man: What will the weather be like tomorrow?*
Boy: It'll be cold.
Man: Are you sure?
Boy: Yes.
Man: So you should wear warm clothes.
3. *Boy: Where did you go last weekend?*
Girl: I went back to my home village.
Boy: How did you get there?
Girl: By train.
4. *Girl: Where's your hometown?*
Boy: It's a village by the river.
Girl: Oh, really! What's it like?
Boy: Well. It's small but beautiful.
5. *Man: Excuse me.*
Girl: Yes?
Man: Can you tell me the way to the post office?
Girl: Go straight ahead. It's opposite the cinema.

2. Listen and complete the answers.

- Ask pupils to open their books on Page 85 and tell them the listening purpose: *You are going to listen to five different dialogues. You should complete the answers as you listen.* Get pupils to read the questions and the incomplete answers. They are to guess the information to complete the answers. Remind pupils not to worry if they do not understand every word. Pupils should focus on the information related to the question words as they listen.

Notes:

1. Where does Lan live?
In a _____.
2. What is her school like?
It is _____.

3. How far is it from her house to the school?

It's about _____ kilometres.

4. How does she get to school?

By _____.

5. How long does it take her to walk home?

It takes _____ minutes.

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

Answers:

1. *village near Ha Noi*
2. *small but beautiful*
3. *two (2)*
4. *motorbike*
5. *about fifteen (15).*

Tapescripts:

1. *Tony: Do you live in the city, Lan?*
Lan: No, I don't.
Tony: Where do you live?
Lan: In a village near Ha Noi. (Pause)
2. *Tony: Where do you study?*
Lan: I study at Van Khe Primary School.
Tony: What is your school like?
Lan: It's small but beautiful. (Pause)
3. *Tony: How far is it from your house to your school?*
Lan: It's not far, about two kilometres. (Pause)
4. *Tony: How do you get to school?*
Lan: By motorbike. My mother takes me to school.
But I have to walk home after class. (Pause)
5. *Tony: You walk home after school, Lan?*
Lan: Yes. It's interesting to walk home with my friends.
Tony: How long does it take you to walk home?
Lan: About fifteen minutes. (Pause)

III. READING AND WRITING

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

- Ask pupils to open their Student's Book on Page 85 and say: *You are going to review all the sentence patterns from Unit 16 to Unit 20 by matching each question in the left column with the appropriate answer in the right column.* Get pupils to read the sentences a few minutes. Then do the first example with pupils to make sure they understand the task.

Notes:

1. What will the weather be like tomorrow? a. It's a small village in the countryside. It hasn't got a lot of people.
 2. How far is it from here to Ha Noi? b. It's often cold.
 3. What does this sign mean? c. You can go by bus.
 4. What's your hometown like? d. Go straight ahead. It's opposite the cinema.
 5. How did the accident happen? e. It will be hot and sunny.
 6. How can I get to the zoo? f. It means we mustn't cross the road.
 7. Where's the post office? g. A motorbike rider hit him.
 8. What's winter like in your country? h. It's about 40 kilometres.
- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
 - Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to re-read the questions and answers.
 - Get pupils to repeat all the exchanges.

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

2. Read the passage and do the tasks.

Task a

- Ask pupils to open their Student's Book on Page 86 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and observe the picture. Can you guess what you are going to read about?* Let pupils read the title and observe the picture for a few seconds. Then elicit their answers: *What is the passage about?* Teach the new vocabulary: *relative, lorry, drive fast*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *a lot of, such as, at all*. Make sure that pupils understand the passage and Task a: They are to match the words in the left column with those in the right column.

Notes:

- | | |
|-------------|----------|
| 1. a lot | a. games |
| 2. such | b. noisy |
| 3. computer | c. of |
| 4. very | d. as |
- Set the time. Pupils read and do the task independently.
 - Get pupils to check the answers in pairs. Then call a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the part related to the answer again.

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

Task b

- Get pupils to read the sentences in Task b for the information. Then they scan the passage quickly to find the appropriate information to compare before their ticking.

Notes:

1. Tom visited his relatives in the countryside.
 2. There were many people, cars, buses and lorries in the city.
 3. People drove very slowly in the city.
 4. Tom's cousin gave him many computer games.
 5. Tom liked the busy life in the city.
- Set the time. Pupils do the task independently. Monitor the activity and offer help as necessary.
 - Pupils check their answers in pairs. Call on a few pupils to read out their answers to the class. If there is any disagreement on any answer, get pupils to read the sentences related to the answer again.

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

Task c

- Get pupils to read the questions to get the information. Then they scan the passage quickly to find the information to answer the questions.

Notes:

1. Who did Tom visit?
 2. Where did they live?
 3. What was life in the city like?
- Set the time. Pupils do the task individually. Call on a few pupils to read out the answers to the class.

Answers:

1. *He visited his relatives.*
2. *They lived in a big city.*
3. *It was very busy and noisy.*

IV. SPEAKING

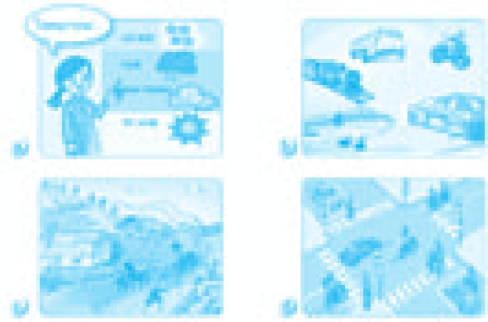
1. Ask and answer questions about the pictures below.

- Ask pupils to open their Student's Book on Page 87 and set the context: *You are going to ask and answer questions about the pictures using the guiding questions.* Get pupils to look at each picture and find appropriate guiding questions used to ask and answer about the picture.

Notes:

Guiding questions

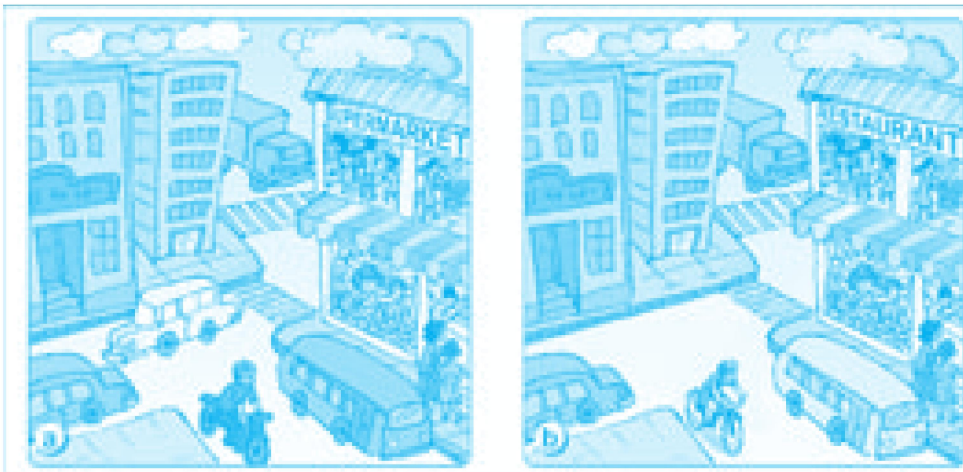
- What will the weather be like tomorrow?
- How do you often go for your holiday?
- What is life in the village like?
- How do you cross the street?
- What does this road sign mean?
- Pupils work in pairs to take turns to ask and answer questions about each picture. Monitor the activity and offer help as necessary.
- Call on some pairs of pupils to demonstrate the task in front of the class. Praise the pair if they do well.



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

- Ask pupils to open their Student's Books on Page 87 and stick the large-sized sheet of paper with the pictures of this section on the board. Say: *You are going to say the differences between the two pictures. Now, look at each picture. Observe the details in it and say the differences.*

Notes:



- Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the spots in turns and say, *In the first picture there is*

a yellow car. In the second picture there isn't a yellow car. Get pupils to repeat each sentence a few times. Then repeat the step until all the differences are found.

- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity and offer help as necessary.
- Call on a few pupils to report the differences.

Answers:

- *In Picture a, there is a yellow car in front of the building on the left-hand side. But in Picture b there is no car.*
- *In Picture a, there is a man riding a motorbike. But in Picture b the man is riding a bike.*
- *In Picture a, the bus is blue. But in Picture b, the bus is yellow.*
- *In Picture a, there is a supermarket on the right-hand side. But in Picture b, there is a restaurant in the place.*

Chịu trách nhiệm xuất bản:
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Tổng biên tập kiêm Phó Tổng Giám đốc NGUYỄN QUÝ THAO

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TIẾNG ANH 5 - Sách Giáo viên - Tập Hai

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In ... bản, khổ 20.5 x 29

Tại ...

Số in ...

In xong và nộp lưu chiểu tháng ... năm 2013.