

BỘ GIÁO DỤC VÀ ĐÀO TẠO

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TIẾNG ANH

SÁCH GIÁO VIÊN

5



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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BOOK MAP

ME AND MY FRIENDS			
Competences	Sentence Patterns	Vocabulary	Pronunciation
Unit 1 What's your address?		Page 6	
<ul style="list-style-type: none"> Asking and answering questions about someone's address Asking and answering questions about what a village/town/city is like 	<ul style="list-style-type: none"> What's your address? It's ... What's the ... like? It's ... 	address, lane, tower, like, quiet, crowded, pretty	<i>Word stress</i> 'city 'village 'mountains 'tower
Unit 2 I always get up early. How about you?		Page 12	
<ul style="list-style-type: none"> Asking and answering questions about someone's daily routine Asking and answering questions about frequency 	<ul style="list-style-type: none"> What do you do ...? I always/usually/often ... How often ...? I ... every day/once/twice ... a week/a month. 	brush teeth, do morning exercise, always, usually, often, sometimes, once, twice, partner, project	<i>Word stress</i> 'always 'usually 'often 'sometimes
Unit 3 Where did you go on holiday?		Page 18	
<ul style="list-style-type: none"> Asking and answering questions about past holidays Asking and answering questions about means of transport 	<ul style="list-style-type: none"> Where did you go on holiday? I went to ... How did you get there? I went by ... 	island, ancient town, imperial city, underground, motorbike, coach, get	<i>Word stress</i> 'motorbike 'underground 'holiday 'family
Unit 4 Did you go to the party?		Page 24	
<ul style="list-style-type: none"> Asking and answering questions about whether someone did something Asking and answering questions about what someone did at a party 	<ul style="list-style-type: none"> Did you ...? Yes, I did./No, I didn't. What did you do at the party? I ... 	enjoy, join, funfair, chat, cartoon, <i>past simple of irregular verbs</i> : did, had, ate, went, sang	<i>Word stress</i> 'party 'Sunday enjoyed in'vete
Unit 5 Where will you be this weekend?		Page 30	
<ul style="list-style-type: none"> Asking and answering questions about where someone will be Asking and answering questions about what someone will do 	<ul style="list-style-type: none"> Where will you be ...? I think I'll be ... What will you do ...? I think I'll ... I don't know. I may ... 	will, think, may, explore, cave, boat, build sandcastles, on, in, at, by	<i>Word stress</i> 'seaside 'islands 'countryside
Review 1		Page 36	



ME AND MY SCHOOL			
Competences	Sentence Patterns	Vocabulary	Pronunciation
Unit 6 How many lessons do you have today?		Page 40	
<ul style="list-style-type: none"> Asking and answering questions about lessons Asking and answering questions about how often someone has a subject 	<ul style="list-style-type: none"> How many lessons do you have today? I have ... How often do you have ...? I have it + <i>frequency expression</i> 	<i>revision of days of the week, once/twice a week, three/four times a week</i>	<i>Sentence stress</i> 'How many 'lessons do you 'have to'day? I have 'four.
Unit 7 How do you learn English?		Page 46	
<ul style="list-style-type: none"> Asking and answering questions about how someone learns English Asking and answering questions about the importance of learning English 	<ul style="list-style-type: none"> How do you practise ...? I ... Why do you learn English? Because I want to ... 	<i>speak, listen, write, read, email, short story, practise, foreign</i>	<i>Sentence stress</i> 'How do you 'practise 'speaking? I speak 'English 'every 'day. 'Why do you 'learn 'English? Be'cause I 'want to 'sing 'English 'songs.
Unit 8 What are you reading?		Page 52	
<ul style="list-style-type: none"> Asking and answering questions about what story/book someone is reading Asking and answering questions about what the character in a story is like 	<ul style="list-style-type: none"> What are you reading? I'm reading ... What's ... like? He's/She's ... 	<i>names of books/stories, kind, hard-working, clever, gentle, generous, funny, fairy tale</i>	<i>Sentence stress</i> 'What are you 'reading? I'm 'reading <i>The Fox and the Crow</i> . 'What's 'Snow 'White 'like? She's 'kind.
Unit 9 What did you see at the zoo?		Page 58	
<ul style="list-style-type: none"> Asking and answering questions about animals in a zoo Asking and answering questions about what animals did in the zoo 	<ul style="list-style-type: none"> What did you see at the zoo? I saw ... What did the ... do when you were there? They ... 	<i>python, peacock, gorilla, roar, move, panda, quietly, loudly, slowly, beautifully</i>	<i>Sentence stress</i> 'When did you 'go to the 'zoo? I 'went there 'yesterday. 'What did the 'tigers 'do when you were 'there? They 'roared 'loudly.
Unit 10 When will Sports Day be?		Page 64	
<ul style="list-style-type: none"> Asking and answering questions about school events Asking and answering questions about what someone is going to do/play on Sports Day 	<ul style="list-style-type: none"> When will ... be? It'll be on ... What are you going to do on Sports Day? I'm going to ... 	<i>Sports Day, singing contest, Independence Day, table tennis</i>	<i>Sentence stress</i> 'When will 'Sports 'Day 'be? It'll be on 'Saturday. 'What are you 'going to 'do on 'Sports 'Day? I'm 'going to 'play 'football.
Review 2		Page 70	
Glossary		Page 74	

BOOK MAP

ME AND MY FAMILY			
Competences	Sentence Patterns	Vocabulary	Pronunciation
Unit 11 What's the matter with you?			Page 6
<ul style="list-style-type: none"> Asking and answering questions about common health problems Giving and responding to advice on common health problems 	<ul style="list-style-type: none"> What's the matter with you? I have ... You should/ shouldn't ... Yes, I will./OK, I won't. 	toothache, earache, sore throat, stomach ache, dentist, take a rest, carry, sweet	<i>Intonation</i> What's the matter with you? ↗ I have a headache. ↗
Unit 12 Don't ride your bike too fast!			Page 12
<ul style="list-style-type: none"> Expressing and responding to concerns about possible accidents at home Asking and answering questions about accident prevention 	<ul style="list-style-type: none"> Don't ...! OK, I won't. Why shouldn't I ...? Because ... 	knife, matches, stairs, stove, arm, leg, climb, run down, fall off, break, cut, burn	<i>Intonation</i> Don't play with the knife! ↗ OK, I won't. ↗ Why shouldn't I play with the knife? ↗ Because you may cut yourself. ↗
Unit 13 What do you do in your free time?			Page 18
<ul style="list-style-type: none"> Asking and answering questions about what someone does in his/her free time Asking and answering questions about what a family member does in his/her free time 	<ul style="list-style-type: none"> What do you do in your free time? I ... What does your ... do in his/her free time? He/She ... 	free time, karate, fishing, skating, camping	<i>Intonation</i> What do you do in your free time? ↗ I surf the Internet. ↗
Unit 14 What happened in the story?			Page 24
<ul style="list-style-type: none"> Asking and answering questions about what happened in a story Asking and answering questions about someone's opinions of a book/story/ character 	<ul style="list-style-type: none"> What happened in the story? First,/Then/Next,/In the end, ... What do you think of ...? I think ... 	order, far away, watermelon, seed, intelligent, greedy	<i>Intonation</i> What happened in the story? ↗ First, King Hung ordered Mai An Tiem and his family to live on an island. ↗
Unit 15 What would you like to be in the future?			Page 30
<ul style="list-style-type: none"> Asking and answering questions about what someone would like to be in the future Asking for and giving reasons 	<ul style="list-style-type: none"> What would you like to be in the future? I'd like to be a/an ... Why would you like to be ...? Because I'd like to ... 	pilot, writer, architect, patient, look after, design	<i>Intonation</i> What would you like to be in the future? ↗ I'd like to be a nurse. ↗
Review 3			Page 36

ME AND THE WORLD AROUND			
Competences	Sentence Patterns	Vocabulary	Pronunciation
Unit 16 Where's the post office?		Page 40	
<ul style="list-style-type: none"> Asking and answering questions about directions Asking and answering questions about means of transport 	<ul style="list-style-type: none"> Excuse me, where's the ...? It's ... How can I get to ...? You can ... 	bus stop, post office, theatre, museum, next to, opposite, between, on the corner	<i>Intonation</i> Where's the post office? ↗ It's opposite the stadium. ↗
Unit 17 What would you like to eat?		Page 46	
<ul style="list-style-type: none"> Asking and answering questions about what someone would like to eat or drink Asking and answering questions about the quantity of food and drink 	<ul style="list-style-type: none"> What would you like to eat/drink? I'd like ..., please. How many/much ... do you eat/drink every day? I eat/drink ... 	a bowl/packet/bar/glass/carton/bottle of ..., sausage, egg, biscuit, chocolate	<i>Intonation</i> What would you like to eat? ↗ I'd like a banana, ↗ please. ↗
Unit 18 What will the weather be like tomorrow?		Page 52	
<ul style="list-style-type: none"> Asking and answering questions about the weather Asking and answering questions about the seasons 	<ul style="list-style-type: none"> What will the weather be like tomorrow? It will be ... and ... What's ... like in your country? It's usually ... There is/are ... 	snowy, wind, foggy, warm, cool, spring, summer, autumn, winter, snow, forecast, season, dry, wet, tomorrow	<i>Intonation</i> What will the weather be like tomorrow? ↗ It will be hot and sunny. ↗
Unit 19 Which place would you like to visit?		Page 58	
<ul style="list-style-type: none"> Asking and answering questions about which place someone would like to visit Asking and answering questions about someone's opinions about a place 	<ul style="list-style-type: none"> Which place would you like to visit, ... or ...? I'd like to visit ... What do you think of ...? It's more ... than I expected. 	museum, pagoda, bridge, temple, attractive, exciting, interesting, expected	<i>Intonation</i> Which place would you like to visit, ↗ Trang Tien Bridge ↗ or Thien Mu Pagoda? ↗ I'd like to visit Thien Mu Pagoda. ↗
Unit 20 Which one is more exciting, life in the city or life in the countryside?		Page 64	
<ul style="list-style-type: none"> Asking and answering questions to compare places (adjectives with one or two syllables) Asking and answering questions to compare places (adjectives with three syllables) 	<ul style="list-style-type: none"> Which one is ..., ... or ...? I think ... Which one is more ..., ... or ...? I think ... 	noisy, noisier, busier, expensive, exciting, peaceful	<i>Intonation</i> Which one is bigger, London ↗ or Hue? ↗ I think London is. ↗
Review 4		Page 70	
Glossary		Page 74	

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INTRODUCTION

TIẾNG ANH 5 is the third level of the three-level English textbook series for Vietnamese primary school pupils learning English as a foreign language (EFL). The series follows the curriculum approved by the Ministry of Education and Training in August 2010, and covers a communicative, theme-based and learner-centred approach to the basic English language skills, with emphasis on listening and speaking for early levels.

UNIT COMPONENTS

Tiếng Anh 5 Student's Book follows a sequence of presentation, practice and production to develop English at a basic level through four themes, twenty topic-based units and four review units. The book is richly illustrated and cross-curricular in format to provide pupils with easy-to-grasp, memorable lessons and an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to one of the four themes: *Me and My Friends*, *Me and My School*, *Me and My Family* and *Me and the World Around*, all of which are designed to invoke a sense of familiarity. The activities in the lessons are organized to facilitate the development of listening, speaking, reading and writing.

Each lesson provides material for two teaching periods (equal to seventy minutes). The first two lessons focus on two language competences of the units. The lessons contain a wide range of activities arranged in a logical progression, helping pupils to develop critical thinking, coordination and the ability to interact with each other as they learn to understand and use English in both its spoken and written forms.

A variety of extra activities are included such as singing, chanting, TPR (total physical response) activities and exciting games. A creative project at the end of each unit aims to facilitate pupils' ability to reproduce language in a fun and engaging way.

The Student's Book creates a feeling of familiarity through the appearance of both Vietnamese and foreign characters, such as *Mai*, *Nam*, *Quan*, *Phong*, *Hoa*, *Linda*, *Peter*, *Tom* and *Tony*.

The following is a brief description of how a unit is organized.

LESSON 1

Unit 1 What's your address?

1

1 Look, listen and repeat.



2 Point and say.



6 Tiếng Anh 5 – Tập 1

Lesson 1 focuses on the first language competence of the unit and consists of six sections.

1. Look, listen and repeat.

This section presents the contexts in which the first language competence is introduced. It provides pupils with reading, listening and oral practice.

2. Point and say.

This section provides for the controlled practice of the first language competence, key vocabulary and grammar points. Mechanical drills such as repetition, substitution and question-and-answer help pupils to get familiar with vocabulary and grammar structures before they learn to reproduce the language in a wider context.

3. Let's talk.

This section offers pupils further practice on the key language and allows them to consolidate what they have learnt. They interact with their classmates by asking and answering questions following the given structures.

3 Let's talk.

Ask and answer questions about addresses.

Where are you from? I'm from _____.
What's your address? It's _____.
Where do you live? I live _____.

4 Listen and complete.

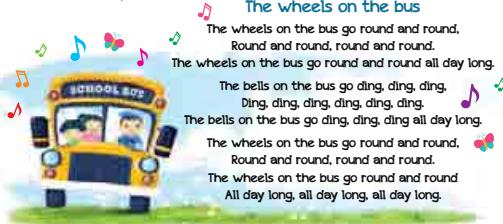
1. Linda: _____, High Street
2. Tony: _____, Green Lane
3. Peter: 765, _____
4. Tom: _____ of City Tower

5 Read and complete.

street
address
lives
from

Trung is a new pupil in Class 5B. He is (1) _____. Da Nang. Now he (2) _____ with his grandparents in Ha Noi. His (3) _____ is 81, Tran Hung Dao (4) _____, Hoan Kiem District.

6 Let's sing.



Unit 1 What's your address? 7

4 Listen and complete/tick/match/number/circle/write.

This section focuses on improving listening skills. Pupils look at the pictures/read the text as they listen to the recording and show their comprehension by writing/ticking/circling the correct answers or matching/numbering the pictures.

5 Read/Look and complete/match/write.

This section helps pupils to use the vocabulary and structures they have learnt. They are asked to write the answers using visual and/or textual prompts, or match questions and answers.

6 Let's sing/play.

This section contains an interesting and easy-to-learn song or a game. The song helps pupils to practise the pronunciation, stress, rhythm and intonation of English through TPR and interaction with each other. The game allows pupils to use the key vocabulary and/or grammar structures learnt in the lesson and fosters cooperation among them.

LESSON 2

1
Look, listen and repeat.
2

3
Point and say.
4

5
Let's talk.
6

7
Let's play.
8

9
Write about you.
10

11
Spot the difference.
12

13
Listen and circle a or b.
14

15
Read and complete.
16

17
Write about you.
18

19
Read and complete.
20

21
Read and complete.
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Read and complete.
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Read and complete.
98

99
Read and complete.
100

Lesson 2 focuses on the second language competence of the unit and consists of six sections. The components of Sections 1, 2, 3 and 6 in Lesson 2 (1. **Look, listen and repeat**; 2. **Point and say**; 3. **Let's talk**; and 6. **Let's play/sing**) follow the same pattern as in Lesson 1.

4 Listen and circle a or b.

1. Tom lives in a _____.

a. pretty and quiet village
b. pretty and busy town

2. Tony's city is _____.

a. crowded and busy
b. large and busy

3. Peter's town is _____.

a. big and crowded
b. small and busy

4. Linda lives in a _____.

a. big and busy city
b. small and busy city

5 Write about you.

1. What's your address? _____

2. What's your hometown like? _____

3. Who do you live with? _____

4. Do you like living there? Why?/Why not? _____

6 Let's play.

Spot the difference

Unit 1 What's your address? 9

4 Listen and circle/number/write/complete/tick.

This section presents pupils with another listening activity. They listen to the recording and indicate their comprehension by circling/writing/ticking the correct answers or numbering the pictures.

5 Write about you./Read and complete/write.

This section helps pupils to use the vocabulary and structures they have learnt in Lesson 1 and Lesson 2. They are asked to write about themselves or complete a passage about the topic of the unit, using visual and/or textual prompts.

Introduction
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LESSON 3

3

1 Listen and repeat.



Linda lives in a 'city'.
My best friend lives in a 'village'.
I live in the 'mountains'.
He lives in a tall and quiet 'tower'.

2 Listen and circle a or b. Then say the sentences aloud.

1. Linda lives in a big _____.

a. country b. city

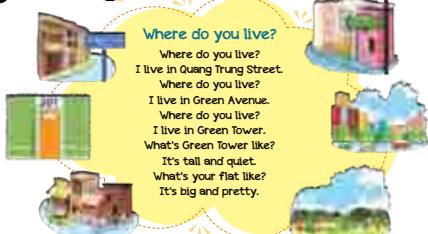
2. They live in the _____.

a. countryside b. mountains

3. We live in Binh Minh _____.

a. Tower b. Town

3 Let's chant.



10 Tiếng Anh 5 – Tập 1

Lesson 3 focuses on pronunciation, and reading and writing skills. It contains seven sections.

1. Listen and repeat.

This section teaches pronunciation, focusing on word stress, sentence stress and intonation. These features of spoken English are what might cause problems to young Vietnamese learners. Words or sentences from Lesson 1 and Lesson 2 are used as examples. By listening and repeating, pupils become familiar with stress and intonation of different words/sentences.

2. Listen and circle/underline the stressed words/mark the sentence intonation./Write the odd one out. Then say the words/sentences aloud/ask and answer.

This section helps pupils to practise the stress/intonation patterns that they have learnt. Pupils listen to the recording and circle/write/underline the answers or mark the intonation, then read the words/sentences aloud or practise asking and answering the questions.

3. Let's chant./Listen to the story.

This section contains a chant which uses sounds, words or structures that pupils have

4 Read and tick Yes (Y) or No (N).



Trung lives with his grandparents in Ha Noi. His address is 81, Tran Hung Dao Street, Hoan Kiem District, Ha Noi. The family lives on the fourth floor of Ha Noi Tower. Their flat is big and modern. It has a fine view. Trung likes the new place because it is in the city centre and near his new school.

Y

N

1. Trung lives with his parents in Ha Noi.
2. He lives in a tower.
3. His flat is far from the city centre.
4. His new school is near his home.
5. Trung likes his new home.

5 Write about your friend.

1. What's his/her name?
2. Where is he/she from?
3. What's his/her address?
4. Who does he/she live with?
5. What's his/her home like?
6. Does he/she like his/her hometown? Why?/Why not?

6 Project

Draw a house and write its address.

7 Colour the stars.

Now I can ...

- ask and answer questions about addresses and hometowns.
- listen to and understand texts about addresses and hometowns.
- read and understand texts about addresses and hometowns.
- write about my friend's address and hometown.



Unit 1 What's your address?



learnt in the unit. Like songs, chants are a helpful way of practising the pronunciation, stress, rhythm and intonation of English. For the unit about stories, we ask pupils to listen to a story in this section to arouse their interest in English stories.

4. Read and answer/complete/tick/circle/match/write/do the tasks.

This section aims to improve pupils' reading comprehension. It provides pupils with different types of texts. Pupils show their understanding of the texts through answering questions, completing sentences, ticking/circling/writing the correct answers or matching the correct pictures. Some reading passages in later units are followed by two comprehension activities.

5. Write .../Read and write.

This section aims to improve pupils' writing skills. It asks pupils to write about the topic of the unit. Where possible, this section has been personalized for pupils. It also provides an opportunity to revise the main vocabulary/sentences/structures in the unit. In some units, pupils are asked to read a short text and write about the text.



6. Project

This section provides pupils with an interesting project to carry out independently or in groups. The purpose of this section is to foster cooperation and interaction among the class while offering another opportunity for pupils to practise what they have learnt in the unit.

7. Colour the stars.

This section gives pupils the opportunity to review what they have learnt and decide how confident they are about achieving the objectives of the unit by colouring the stars (three stars = very good; two stars = good; one star = OK). To support pupils who have difficulty with certain objectives, you may give additional homework for extra practice for those objectives. You may also recycle the target language in later units. (E.g. Recycle addresses from Unit 1 when you teach Unit 4 *Did you go to the party?* by asking pupils to tell you the address where the party is held.) Asking competent pupils to help others is also a way to support weaker pupils.

TEACHING THE UNIT COMPONENTS

Look, listen and repeat. (Section 1, Lesson 1 and Lesson 2)

- Tell the class what they are going to learn in the lesson, i.e. the English language competence (e.g. Asking and answering questions about what a village/town/city is like). This is very important at the beginning of the lesson, because pupils can only perform well if they understand what is expected.
- Have pupils look at the pictures to discuss the context or the story in which the language is used. Ask them questions such as *Who are they? Where are they? What are they doing/talking about?* Explain the context and draw pupils' attention to the target language items.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Point and say. (Section 2, Lesson 1 and Lesson 2)

- Tell the class that they are going to practise using the English language items.
- Have them look at the speech bubbles to understand how the language is used. Ask them to look at the pictures to identify how the language is used in different contexts. Teach the new words and/or phrases under the pictures.
- Point to the first picture and ask the question for the class to answer in chorus, using the prompts under the pictures.
- Repeat the same procedure with the rest of the pictures. Then tell pupils to practise in pairs, using the patterns in the bubbles and the picture cues.
- Call on a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Let's talk. (Section 3, Lesson 1 and Lesson 2)

- Tell the class that they are going to revise what they have learnt in the lesson(s), using information about themselves whenever possible. Remind them how to use the English language items.
- First, ask them to look at the suggested question(s) and answer(s). Then ask a pair to ask and answer the question(s) as an example. Put the exchanges on the board and ask the class to do choral and individual repetition, if necessary.
- Have pupils work in pairs, acting out the language they have learnt.
- Call on a few pairs to act out the exchanges in front of the class. Correct the pronunciation, if necessary.
- In order to facilitate peer review and informal learning, encourage pupils to observe and give comments preferably in English. Comments may focus on language, performance and attitude (e.g. *All correct./You made a mistake./Good pronunciation.*)

Listen and complete/tick/match/number/circle/write. (Section 3, Lesson 1 and Section 4, Lesson 2)

- Tell pupils that they are going to listen to the recording and complete the sentences/tick/number/circle/write the correct answers or match the pictures to show their comprehension.
- Have them look at the pictures to identify the similarities and differences, or read the sentences and guess the words/phrases to fill in the gaps. Check understanding.
- Play the recording a few times. Ask pupils to listen to the recording and do the task. Tell them not to worry if they cannot understand every word, and that they should focus on the information they need to complete the task.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Read and answer/complete/tick/circle/match/write/do the tasks. (Section 5, Lesson 1 and Section 4 or 5, Lesson 3)

- Tell pupils that they are going to read the text and do the task that follows.
- First, get them to look at the tasks/questions under the text to identify the information they need. Then ask them to read the text, focusing on the target information. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, ask pupils further questions about the text.

Let's sing/chant. (Section 6, Lesson 1 and Section 3, Lesson 3)

- Tell pupils that they are going to sing a song/say a chant.

- Have them read each line of the lyrics. Explain the new words or structures, if necessary. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song/chant line by line. When pupils are familiar with the tune and rhythm, ask a group to the front of the class to sing the song/say the chant. The class may sing/say along and clap hands or do actions.
- Have the class sing the song/say the chant again and clap their hands or do actions to reinforce the activity.

Write ... (Section 5, Lesson 3)

- Tell pupils that they are going to write about the topic of the unit by answering some questions or completing a short paragraph.
- Give them a few seconds to look at the picture cues/questions/paragraph in silence. Have pupils work in pairs or groups to discuss what they are going to write. Check comprehension.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers and read. If there is time, ask one pupil to write the paragraph on the board and discuss it with the class.

Let's play. (Section 6, Lesson 2)

- Tell pupils that they are going to play a game. You may refer to the *Games* section for the rules of the games.
- Make sure pupils understand clearly how to play the game by demonstrating it in front of the class with a few pupils. Check comprehension.
- Ask pupils to play the game in teams.
- Team games are more competitive and exciting. Keep the score on the board and encourage a spirit of cooperation. You may prepare small prizes for the winners, such as sweets or stationery.

Listen and repeat. (Section 1, Lesson 3)

- Tell pupils that they are going to practise saying the target words/sentences, paying attention to the word stress/sentence stress/intonation.
- First, put the target words/sentences on the board or have pupils point to them in their books. Play the recording and ask them to repeat a few times. Draw their attention to the word stress/sentence stress/intonation.
- Do choral and individual repetition of the words/sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

Listen and circle/underline the stressed words/mark the sentence intonation./Write the odd one out. Then say the words/sentences aloud/ask and answer. (Section 2, Lesson 3)

- Tell pupils that they are going to listen to the recording, circle/write/underline the correct answers or mark the sentence intonation.
- Give them a few seconds to read the sentences in silence and guess the answers.
- Have them listen to the recording and do the task. If necessary, have them listen to the recording more than once. Give them time to do the task independently. Go around and offer help, if necessary.
- Have pupils swap their answers before checking as a class. Then tell them to say the sentences aloud.

Project (Section 6, Lesson 3)

- Tell pupils that they are going to do a project.
- Explain the project clearly to pupils. Prepare the necessary materials (e.g. scissors, crayons, cards, rulers). Then have pupils do

the project in pairs or groups. When the project is finished, ask pairs or groups to present their results to the class. If there is not enough time in class, you may give the project as homework.

GENERAL TEACHING SUGGESTIONS

- The following guidelines are for reference when you first use this coursebook in your class. Feel free to make any adjustments, as it is you who knows what you need to teach and what your pupils need to learn in your own teaching and learning context.
- It is advisable to go through the contents of the lesson and the teaching notes before you go into the classroom. This will familiarize you with the material and tell you what to prepare for the lesson and what activities to conduct.

Warm-up

You should do a warm-up activity at the start of every lesson. This is a short activity (from two to five minutes) to draw pupils' attention to the way in which English is used. It is a good way to revise the previous lesson and to lead into the new one, as well as to check what your pupils already know. There are various warm-up activities you can do with your class. You can choose one which suits the lesson and your pupils the best (e.g. You can get pupils to sing a song or play a game such as *Simon says*, *Pelmanism*, *Bingo*, *Slap the board* or *Charades*.)

Classroom management

Pair work

- It is advisable to vary the pairs of pupils.
- If the number of pupils is uneven, two pupils can share one role. Pupils should change their partners regularly in order to change the working atmosphere.
- You can get a "closed pair" (two pupils who sit next to each other) or an "open pair" (two pupils who sit apart from each other in the classroom) to demonstrate an activity, if necessary.

Group work

- It is useful to divide pupils into groups of four or six according to some criteria, e.g. they have the same birthdays or hobbies. Separate pupils who are disruptive and encourage them by praising them when they cooperate.
- As pupils work in pairs or in groups, it is important to monitor the activity. Walk around and offer help, if necessary, but remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently. Look at their ability to use English, as well as the problems or difficulties they encounter during the activity. This will help you to prepare for revision work later.

Time management

The activities should be timed and stopped before pupils lose interest or become distracted. A routine should be established for starting/stopping an activity, such as putting your hand up or giving two claps to signal the end of the activity.

Praise

Young learners love to be praised. When pupils perform an activity well, it is a good idea to praise them (*Good. Very good. Great. Well done. Good job. I like your role-play. Your pronunciation is good.*, etc). Use specific praise whenever possible. If a pupil cannot do a task, it is advisable to encourage him/her (*Try again. or Have another try.*, etc.)

Classroom language

- English should be used as much as possible in instructions and classroom management. This reinforces the language pupils are learning. In order to help them understand English, it is useful to accompany your English with some gestures. When you introduce more difficult ideas, you may use Vietnamese.
- The instructions should be simple, clear and logical to ensure pupils feel comfortable and know what they are required to do.

- Classroom language can be divided into receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and use the productive classroom language when interacting with the teacher or with other pupils. The following phrases are suggested instructions and expressions for use in your teaching:

Receptive classroom language

Answer this/the question.

Ask a question.

Ask your neighbour/partner a question.

Check your answers in pairs/groups.

Close your books.

Copy it into your notebook/onto a piece of paper/onto a sheet of paper.

Correct/Not quite right.

Draw a picture of...

Goodbye/Bye.

Hello/Hi/Good morning/Good afternoon.

Here it is/you are.

How do you spell it in English?

I don't think so.

Listen to Linda/this/the dialogue/story/dialogue between Nam and Mai.

Listen.

Look at this/the board/picture(s)/photo(s)/puppet(s).

Look.

Open your books.

Put up your hands.

Put your books away.

Quiet, please.

Read this/the word(s)/dialogue aloud.

Repeat after me, please.

Repeat, please.

Say it aloud.

Say it in English/Vietnamese.

Say it.

Sit down, please.

Spell it/the word(s).

Stand up, please.

Talk to your partner.

Try again.

Well done/Excellent/That's right/That's not correct.

Work on your own.

Write a question.

Write a sentence of your own.

Write the answer to this/the question.

Write the answers to these/the questions.

Productive classroom language

Not yet./I've done it.

Can I borrow your pen/pencil/rubber?

I think it's ...

I understand/I don't understand.

I'm sorry. I can't remember.

I'm sorry. I don't know.

Is this/that right?

It's my/your go/turn.

I've got one wrong/two right.

Me too.

Please.

See you again/tomorrow/on Sunday/next week.

Thank you/Thanks/Many thanks.

What does it/this word/sentence mean?

What's ... in English?

What's number one/two/three/four?

How to end the lesson

- In order to establish a classroom routine, it is advisable to end the lesson in a way which suits your teaching situation. If pupils stay in the classroom for other classes, you can give a signal to end the lesson such as putting your hand up,

clapping your hands or tapping the board and saying *It's time to stop*, and get pupils to say *Goodbye. See you next time.* when you leave the room.

- If there is time, you can round off the lesson with a song, rhyme, chant or game that pupils have learnt in the unit.

ACTIVITIES BANK

Spelling and writing

Write the focus words on the board. Assign one word to each pupil to copy onto a piece of paper. Collect the pieces of paper and put them into a box. Erase the words from the board. Put pupils into teams of four. Have the teams take turns picking a piece of paper and say the word aloud. The quickest team to raise their hands and spell the word correctly wins a point. The team with the most points at the end of the game wins.

Dictation

Apart from reading aloud the focus words in sample sentences for pupils to spell, you may put pupils into pairs and ask them to take turns reading aloud the words while their partners write them on a piece of paper. They can then check each other's answers.

TPR (Total Physical Response)

technique

TPR is a language teaching technique which helps pupils to associate language with particular actions, thus enhancing their understanding. It is a fun way to help pupils to understand the language without putting too much emphasis, at this early stage, on producing accurate English. The procedure of using TPR as a teaching technique is as follows:

- Play the recording or read the text. Teach pupils some actions associated with the text and practise with them a few times.
- Have them close their books. Ask them to say the text again, giving them some prompts and doing the actions to remind them of the text.

GAMES

Bingo

Draw a word grid on the board and ask pupils to copy it. Have them tell you the words they have learnt in their lessons. List the words on the board. Each pupil chooses nine words from the list to copy into their grid. While they are doing this, copy each word onto a piece of paper, put the pieces of paper into a bag and mix them up. Select pupils to pick out a piece of paper and call out the word. Pupils with that word in their grid can cross it out. The quickest pupil to cross out an entire row of words in their grid and call out *Bingo* is the winner. Alternatively, you can continue the game until one pupil has crossed out all the words.

Find someone who ...

Tell pupils that they have to find someone in the class who fits your description. Use target words in the unit (e.g. *Find someone who always does morning exercise.*) The quickest pupil to find that person and say his/her name is the winner. You may also invite a pupil to give the instruction.

Guessing game

Divide the class into groups of four or five. A pupil in Group 1 says a sentence about an object or animal, without saying the name of it, while the other groups guess. Group 1 continues to say sentences until any of the other groups can guess the object or animal correctly and wins a point. The groups take turns saying sentences about an object or animal. The one which gets the most points at the end of the game is the winner.

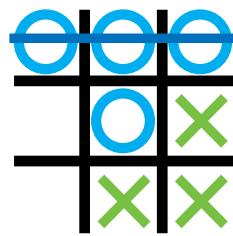
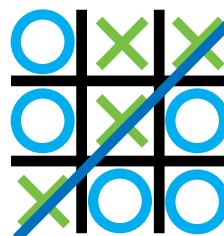
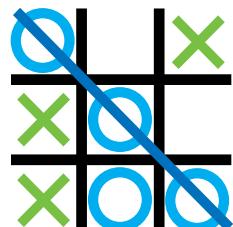
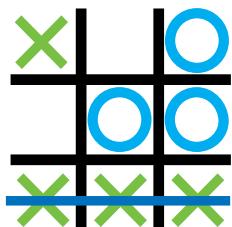
Pass the secret!

The game is played in groups of six or seven. Ask pupils to line up in rows. Whisper a sentence to the first pupil in each row. The first pupil then whispers the sentence to the second one. The last pupil in the row says aloud the sentence she/he heard. The group that says the sentence correctly in the shortest time wins the game.

Tic-tac-toe

On the board, draw a traditional tic-tac-toe grid of 3x3 squares. In each square, write a language

item for pupils to complete (e.g. *Where did you ___? How often ___? Why do you ___?*) Put pupils into pairs. One is the X pupil and the other one is the O pupil. They should take turns completing one language item. They score an X (or O) for each sentence that is grammatically correct. The pupil who is the first to put three Xs (or Os) in a horizontal, vertical or diagonal row wins the game.



Charades (Miming)

This is a great game to revise vocabulary. Divide the class into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they get a point. Switch the teams and let the second team act out a word while the first team guesses. You may need to do the actions with the teams if they are shy at first.

Pelmanism

This is a card game for revising vocabulary and training memory. Prepare cards, each with a target vocabulary item on one side, and equal number of cards, each with a picture representing one of the target words. Put pupils into groups of six and give each group a set of cards. (You may prepare one set of cards and then photocopy them.) Each group should shuffle the cards and distribute them face down on the table. Each player in turn selects two cards and turns them face up. If they show a word and a picture which match, that player wins the pair and continues to turn over another pair. If the cards do not

match, they are turned face down again and the next player has a go. The game ends when all the cards are gone. The winner is the player with the most cards.

Physical line-up

This is a structure/grammar game. Prepare slips of paper with target sentences on. Then cut each of them into two halves and put all slips into a box. Ask pupils to each draw a slip of paper from the box. (The number of pupils should equal the number of slips in the box.) They should show the paper to the others and try to find the matching sentence halves, stand next to each other, and say the sentences aloud. The quickest group to say the correct sentence wins a point. You may ask pupils to put the slips of paper back into the box and start the game again.

Simon says ...

This is a classic and fun game. You can play this game to revise the target grammar and/or vocabulary items with pupils. The teacher (or a pupil) instructs the class to carry out actions by saying, for example, *Simon says turn left* or *Simon says turn right*. If the teacher does not begin the instruction with *Simon says*, pupils should not follow the instruction. Anyone who fails to follow an instruction preceded by *Simon says*, or follows an instruction not preceded by *Simon says*, is out of the game. The last pupil who remains is the winner.

Kim's game

- This is a memory game for revising vocabulary. Collect a group of items of the same type, e.g. fruit. Arrange the items on a desk and cover them with a piece of cloth, without pupils seeing them. Have a brief discussion with the class on what might be under the cloth, based on the shape and size of what they can see.
- Divide the class into groups. Show the class the items under the piece of cloth for 60 seconds. Then cover the items again and ask each group to write down the names of as many objects as they can remember. Groups get a point for each correct item. The group with the most points wins the game.

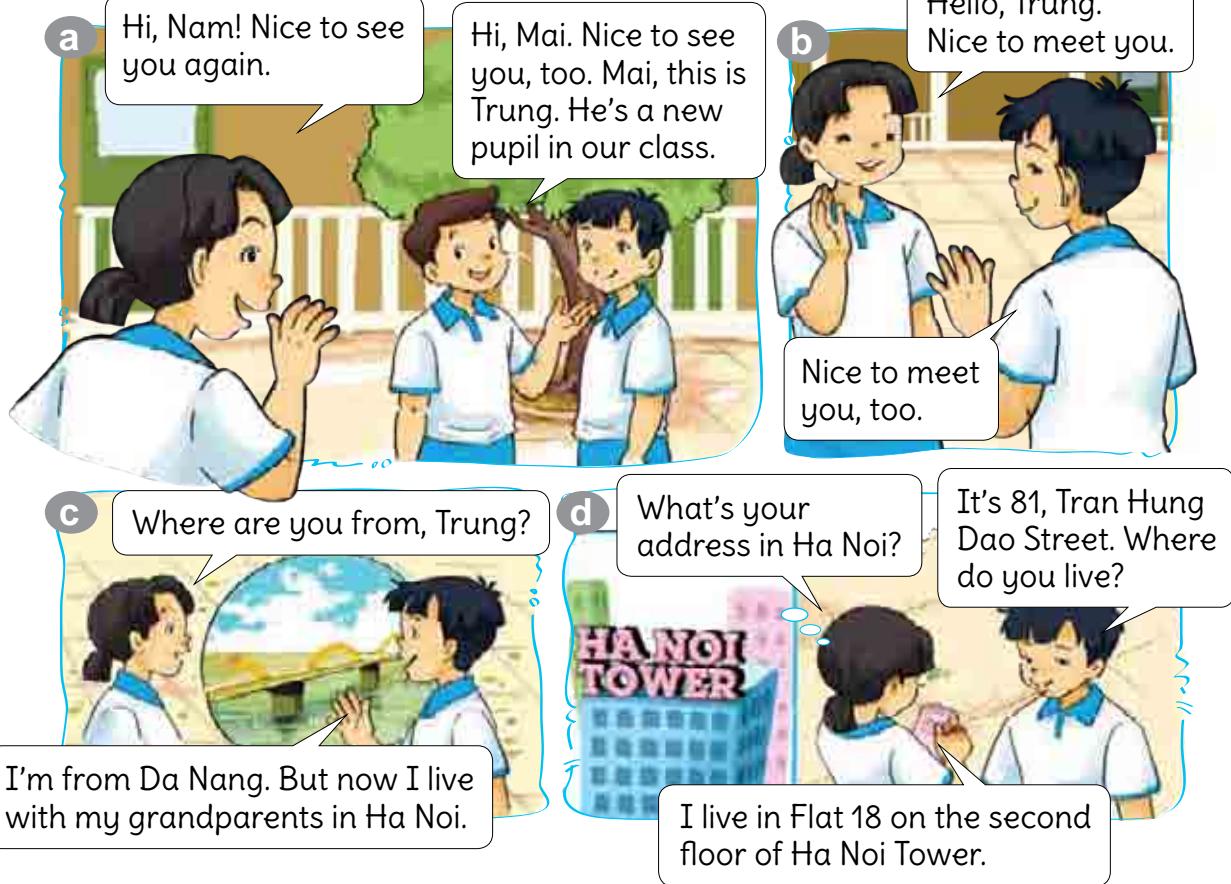
Slap the board

This is a fun game which reinforces the association between written and spoken words. Prepare some rolled-up newspapers. Divide the class into pairs and line them up. Give three of the pairs each a rolled-up newspaper. Put flashcards of the target vocabulary on the board, or write it on the board directly. Call out a word and the three pairs should slap the corresponding word or picture on the board. The quickest pair to slap the correct word/picture stays in the game and will play with another two pairs of pupils. The pair which remains till the end of the game is the winner.



Lesson 1

1 Look, listen and repeat.



2 Point and say.



What's your address?



It's _____.



105, Hoa Binh Lane



97, Village Road



75, Hai Ba Trung Street



Flat 8, second floor, City Tower

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Addresses* and *Hometown*.
- ask and answer questions about one's address, using *What's your address? It's ...*
- ask and answer questions about what a village/town/city is like, using *What's the ... like? It's ...*
- pronounce two-syllable words with the stress on the first syllable: 'city, 'village, 'mountains and 'tower.

Warm-up: Have the class play *Slap the board*, using the pictures and names of the characters that they have learnt in *Tieng Anh 3* and *Tieng Anh 4*, like *Mai, Nam, Quan, Phong, Linda, Tony, Tom, Hakim* and *Akiko*. When the game is over, get them to point at each picture and say sentences. For example, *This is Mai. She's from Viet Nam. She's Vietnamese*. At the end of the game, introduce Unit 1 by writing the title on the board and have pupils repeat it aloud.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions: *Who's this? What's his/her name? Is he/she a newcomer? Where's he/she from? Where's he/she living now?* (In Picture a, Nam is greeting Mai and introducing her to Trung, a new pupil in their class. In Picture b, Mai and Trung greet each other. In Picture c, Trung says he's from Da Nang and he lives in Ha Noi now. In Picture d, Mai asks him *What's your address in Ha Noi?* and he answers *It's 81, Tran Hung Dao Street.*)
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line. Finally, point to each picture for them to say the words in each bubble.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about one's address, using *What's your address? It's ...*
- Revise numbers 10 to 100 with the class.
- Point at each picture and ask the question *What's your address?* for pupils to answer chorally.
- Have pupils practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to speak to check their performance.

Language notes:

- Teach pupils to read the numbers and words under the pictures: 97 (*ninety-seven*), 105 (*one-o-five/one hundred and five*), *lane, tower, flat* and *floor*.
- Different ways of saying addresses/hometowns: *My address is 97, Village Road./I live at 97, Village Road./My address is Flat 8 on the second floor of City Tower./My hometown is Da Nang./I'm from Viet Nam.*
- Remind the class that the first letter of *street, lane* and *tower* are in capital letters if there is a proper name before it (e.g. *Hoa Binh Lane*).

3 Let's talk.



Ask and answer questions about addresses.

Where are you from? I'm from _____.

What's your address? It's _____.

Where do you live? I live _____.

4 Listen and complete.



1. Linda: _____, High Street

2. Tony: _____, Green Lane

3. Peter: 765, _____

4. Tom: _____ of City Tower

5 Read and complete.



street

address

lives

from

Trung is a new pupil in Class 5B. He is (1) _____ Da Nang. Now he (2) _____ with his grandparents in Ha Noi. His (3) _____ is 81, Tran Hung Dao (4) _____, Hoan Kiem District.

6 Let's sing.



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 day long.

The bells on the bus go ding, ding, ding,
Ding, ding, ding, ding, ding, ding.

The bells on the bus go ding, ding, ding all day long.

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 day long, all day long, all day long.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about addresses. Get pupils to work in groups of four to ask each other's addresses. Remind them to use the questions and answers in their books.
- Set a time limit for the class to practise. Monitor the activity and offer help, if necessary.
- Invite a few pupils to repeat their interviews to the class. Then give feedback.

Language notes:

- We answer the question *Where are you from?* with the country or city we live in (e.g. *I'm from Viet Nam/Ha Noi.*) We answer the question *Where do you live?* with the country, city, town, village, street we live in, or our full address.
- I live in + flat/street/village/town/city/country
- I live at + number + street/road/lane
- I live on + road/the first/second/third/fourth/fifth floor

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting three pupils to act out the story.

4. Listen and complete.

- Tell pupils that they are going to listen to the recording and complete the addresses.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class. Play the recording again to confirm the answers. Give explanations for answers which pupils find difficult.

Key: 1 208 2 321 3 White Street 4 the second floor

Audio script

1. Phong: What's your address, Linda?	2. Nam: Where do you live, Tony?
<i>Linda:</i> It's 208, High Street.	<i>Tony:</i> I live at 321, Green Lane.
3. Mai: What's your address, Peter?	4. Quan: Where do you live, Tom?
<i>Peter:</i> It's 765, White Street.	<i>Tom:</i> I live on the second floor of City Tower.

5. Read and complete.

- Tell the class that they are going to read and fill the gaps with *street*, *address*, *lives* and *from*. Give them a few seconds to read the sentences. Remind them to focus on the context to select the appropriate words from the box.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 from 2 lives 3 address 4 Street

6. Let's sing.

- Tell the class that they are going to sing *The wheels on the bus*. Have them read the lyrics and teach the unfamiliar words. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line. When the class are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



What's the _____ like?



It's _____.



a city/big and busy



b village/far and quiet



c town/large and crowded



d island/small and pretty

3 Let's talk.



Ask and answer questions about where you live.

Where do you live?

I live _____.

What's it like?

It's _____.

Who do you live with?

I live with _____.

Warm-up: Spend a few minutes having the class sing *The wheels on the bus*. Then get them to play *Spelling bee* with *lane, flat, tower, mountains, city, village* and *hometown*. Finally, have pupils make sentences with the words used in the game.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *What's his name? Who's he talking with? Where does he live? What's the village like?* (Nam is talking to Trung. In Picture a, Nam asks what Trung's hometown is and Trung says it's Da Nang. In Picture b, Nam asks about where Trung lived and Trung says he lived in a village. In Picture c, Nam asks *What's your village like?* and Trung answers *It's small and quiet*. In Picture d, Nam asks if it's beautiful and Trung says it is.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point to each picture for them to say the words in each bubble.

2. Point and say.

- Tell the class that they are going to practise the questions and answers describing a place, using *What's the ... like? It's ...*
- Revise the adjectives *big, far, large* and *small* and teach the new ones: *busy, quiet, crowded* and *pretty*. Have the class repeat all the adjectives twice before asking them to practise saying sentences. (E.g. *My city is big and busy. My village is far and quiet.*)
- Point at the pictures and ask *What's the ... like?* for the class to answer, using the prompts.
- Ask them to work in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the activity. Then give feedback.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about where they live.
- Set a time limit for pupils to practise talking. Remind them to answer the questions with information about themselves.
- Invite one or two pairs to act out their conversations. Then give feedback.

4 Listen and circle a or b.



1. Tom lives in a _____.

a. pretty and quiet village

b. pretty and busy town

2. Tony's city is _____.

a. crowded and busy

b. large and busy

3. Peter's town is _____.

a. big and crowded

b. small and busy

4. Linda lives in a _____.

a. big and busy city

b. small and busy city

5 Write about you.



1. What's your address? _____

2. What's your hometown like? _____

3. Who do you live with? _____

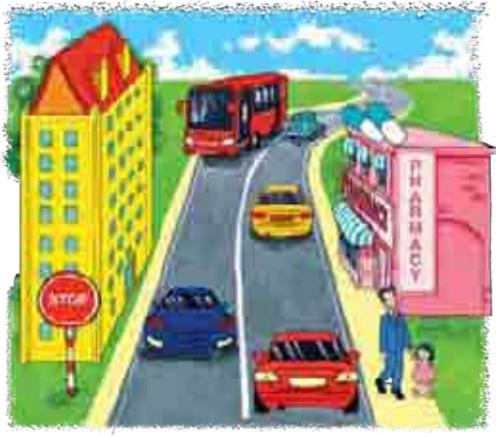
4. Do you like living there? Why?/Why not? _____

6 Let's play.

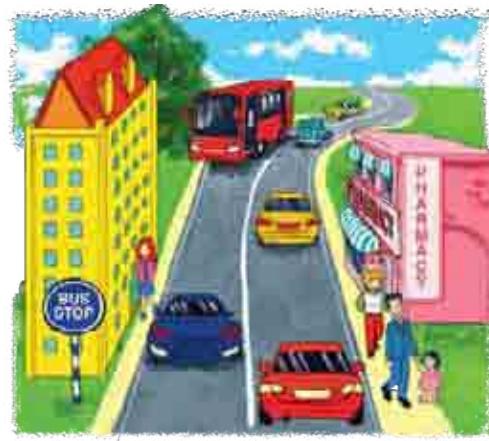


Spot the difference

a



b



Warm-up: Spend a few minutes having the class play *Bingo* with the words: *city, village, town, island, big, busy, quiet, large, crowded* and *small*. Then have them make sentences with the words used in the game. (E.g. *My city is big and busy. This village is small and quiet.*)

4. Listen and circle **a** or **b**.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the correct answers.
- Play the recording all the way through for them to listen. Play it again for them to do the task.
- Get them to compare their answers before giving feedback.

Key: 1 a 2 b 3 b 4 a

Audio script

1. <i>Trung:</i> Where do you live? <i>Tom:</i> I live in a village. <i>Trung:</i> What's it like? <i>Tom:</i> It's pretty and quiet.	2. <i>Trung:</i> Where do you live? <i>Tony:</i> I live in a city. <i>Trung:</i> What's it like? <i>Tony:</i> It's large and busy.
3. <i>Trung:</i> Where do you live, Peter? <i>Peter:</i> I live in a town. <i>Trung:</i> What's it like? <i>Peter:</i> It's small and busy.	4. <i>Trung:</i> Where do you live? <i>Linda:</i> I live in a city. <i>Trung:</i> What's it like? <i>Linda:</i> It's big and busy.

5. Write about you.

- Tell the class that they are going to write about where they live and who they live with. Have them read the questions and check their understanding.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing before inviting one or two pupils to read their answers aloud and give feedback.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play *Spot the difference*. Tell them that they have to compare the two pictures and find out the five details which are different. The first pupil who finds out all the different details is the winner.

Key: Picture b is different from Picture a in the following ways:

- There is one more car in the road.
- There is a woman in front of the yellow building.
- The sign next to the yellow building is blue, and it reads **BUS STOP**.
- There is no logo of pills on the pharmacy.
- There is a boy behind the father and daughter.

Lesson 3

1 Listen and repeat.



'city

Linda lives in a 'city.

'village

My best friend lives in a 'village.

'mountains

I live in the 'mountains.

'tower

He lives in a tall and quiet 'tower.

2 Listen and circle a or b. Then say the sentences aloud.



1. Linda lives in a big _____.

a. country

b. city

2. They live in the _____.

a. countryside

b. mountains

3. We live in Binh Minh _____.

a. Tower

b. Town

3 Let's chant.



Where do you live?

Where do you live?

I live in Quang Trung Street.

Where do you live?

I live in Green Avenue.

Where do you live?

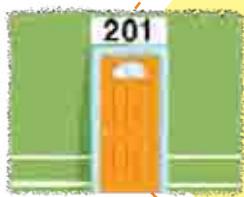
I live in Green Tower.

What's Green Tower like?

It's tall and quiet.

What's your flat like?

It's big and pretty.



Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to read their answers to Activity 5. Give feedback and introduce Lesson 3.

1. Listen and repeat.

- Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable. Explain that in a word with more than one syllable, one of the syllables is usually said with more emphasis than the rest (e.g. 'city, 'village, 'mountains and 'tower).
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat all the words and sentences twice.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 b 2 a 3 a

Audio script

1. Linda lives in a big city.
2. They live in the countryside.
3. We live in Binh Minh Tower.

3. Let's chant.

- Tell the class that they are going to say the chant *Where do you live?* Have them read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.
- Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.
- Have them practise chanting and doing actions in groups.
- Invite two or three groups to say the chant and do actions.

4 Read and tick Yes (Y) or No (N).



Trung lives with his grandparents in Ha Noi. His address is 81, Tran Hung Dao Street, Hoan Kiem District, Ha Noi. The family lives on the fourth floor of Ha Noi Tower. Their flat is big and modern. It has a fine view. Trung likes the new place because it is in the city centre and near his new school.

Y N

1. Trung lives with his parents in Ha Noi.
2. He lives in a tower.
3. His flat is far from the city centre.
4. His new school is near his home.
5. Trung likes his new home.

5 Write about your friend.



1. What's his/her name?
2. Where is he/she from?
3. What's his/her address?
4. Who does he/she live with?
5. What's his/her home like?
6. Does he/she like his/her hometown?
Why?/Why not?

6 Project



Draw a house and write its address.

7 Colour the stars.



Now I can ...

- ask and answer questions about addresses and hometowns. ★ ★ ★
- listen to and understand texts about addresses and hometowns. ★ ★ ★
- read and understand texts about addresses and hometowns. ★ ★ ★
- write about my friend's address and hometown. ★ ★ ★

Warm-up: Spend a few minutes having the class say the chant *Where do you live?*

4. Read and tick Yes (Y) or No (N).

- Tell the class that they are going to read the text and tick Yes or No.
- Get them to read the sentences and underline the key words/phrases before reading the passage to find the relevant information. Give them an example: In Sentence 1, *Trung lives with his parents in Ha Noi*. But in the passage, the information is: *Trung lives with his grandparents in Ha Noi*. So pupils should tick the box No.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Have them compare their answers before checking as a class.

Key: 1 N 2 Y 3 N 4 Y 5 Y

5. Write about your friend.

- Tell the class that they are going to write about one of their friends.
- Give them time to read the questions and write the first draft of their answers in their notebooks.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Remind them to write the first letter of each sentence and the name of their friend in capital letters, and put commas and full stops at the appropriate places.
- Get them to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to do a drawing project. They should work in groups to discuss the house they are going to draw, and its address. Then ask them to draw it on a piece of paper.
- Set a time limit for them to do the task.
- Invite a few groups to present their drawings to the class and talk about them.
- If there is not enough time, give the activity as homework and talk about the drawings in the next lesson as a warm-up activity.
- Display their drawings in the classroom if you wish.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Unit 2

I always get up early. How about you?

Lesson 1

1 Look, listen and repeat.



a

Hi, Quan!
You're up early!

b

Me too. I get up early and
I always have a big breakfast
before I go to school.

Hi, Tom! Yes,
I always get
up early. How
about you?

Good idea!

c

What do you do
in the afternoon?

After school?
I usually do my
homework.

d

So do I. And I
often talk with
friends online.

I can see that. Ha ha!

2 Point and say.



What do you do
_____?

I always/usually/
often/sometimes
_____.



a



morning/always brush
my teeth

b



morning/usually do
morning exercise

c



afternoon/often
cook dinner

d



evening/sometimes
watch TV

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Daily routines*.
- ask and answer questions about someone's daily routine, using *What do you do ...? I always/usually/often/sometimes ...*
- ask and answer questions about frequency, using *How often ...? I ... every day/once/twice ... a week/a month*.
- pronounce two-syllable words with the stress on the first syllable: 'always, 'usually, 'often and 'sometimes.

Warm-up: Have the class talk about their houses, using the drawings from Unit 1, Lesson 3, Activity 6. Get them to point at each drawing and say the address and what it is like. Introduce the new lesson by writing the title on the board and have pupils repeat it once or twice.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions: *Who's this? What's he doing? Who's he talking with online? What does he do in the morning? What does he do after school/in the afternoon?*
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about someone's daily routines, using *What do you do in the morning/afternoon/evening? I always/usually/often/sometimes ...*
- Have pupils look at the pictures. Teach them how to read the words and phrases under each picture.
- Ask them to pay attention to the pronunciation of the words: 'always, 'usually, 'often and 'sometimes.
- Point at each picture and ask the question *What do you do ...?* for pupils to answer chorally, using the information under the picture.
- Have them practise asking and answering the questions in pairs. Then invite one or two pairs to speak to check their performance.

Language note: The table below shows what each of the adverbs of frequency means.

Always  I always brush my teeth in the morning.

Usually  She usually goes to school by bus.

Often  We often go to the supermarket on Saturdays.

Sometimes  He sometimes plays badminton with his brother.

Never  My father never drinks tea.

3 Let's talk.



Ask and answer questions about your daily routines.

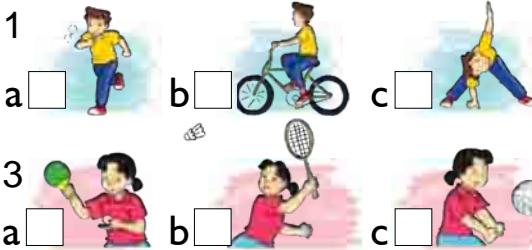
What do you do in the morning/afternoon/evening?

I always/usually/often/sometimes _____.

4 Listen and tick.



1

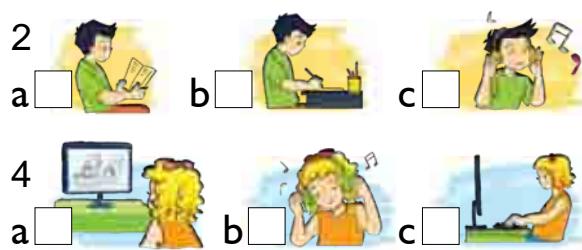


a

b

c

2



a

b

c

3



a

b

c

4



a

b

c

5 Read and complete.



like do TV play usually

Hi. My name is Nam. Every morning, I get up early. I (1) _____ morning exercise, have breakfast and then go to school. After school, I (2) _____ do homework with my classmates. Then I often go to the sports centre and (3) _____ football. In the evening, I sometimes watch (4) _____. I (5) _____ watching films after dinner.

6 Let's sing.



This is the way we do things

This is the way we brush our teeth,
Brush our teeth, brush our teeth.

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



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



This is the way we eat our food,
Eat our food, eat our food.
This is the way we eat our food,
So early in the morning.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about someone's daily routines. Get pupils to work in pairs. Remind them to use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their conversations. Then give feedback.

Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs of pupils to ask and answer questions about their daily routines, using *What do you do in the morning/afternoon/evening? I always/usually/often/sometimes ...*

4. Listen and tick.

- Tell the class that they are going to listen to the recording and tick the correct pictures.
- Ask them to look at the pictures to identify the characters and their activities.
- Play the recording all the way through for pupils to listen and tick the pictures. Play it again for them to check their answers. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers before checking as a class. Play the recording a third time to confirm the answers.

Key: 1 c 2 b 3 b 4 a

Audio script

1. Trung:	What do you do after getting up, Nam?	2. Nga:	What do you do in the afternoon, Quan?
Nam:	I always do morning exercise.	Quan:	I usually do my homework.
3. Nam:	What do you do after school, Mai?	4. Quan:	What do you do in the evening, Linda?
Mai:	I often play badminton.	Linda:	I sometimes watch TV.

5. Read and complete.

- Tell the class that they are going to read and fill the gaps with *like, do, TV, play* and *usually*.
- Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 do 2 usually 3 play 4 TV 5 like

6. Let's sing.

- Tell the class that they are going to sing the song *This is the way we do things*. Have pupils read each line of the lyrics and teach the unfamiliar words. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask pupils to do choral repetition line by line.
- When pupils are familiar with the melody, ask the class to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



a



What are you doing, Linda?

I'm surfing the Internet.

b



What are you looking for?

c



What kind of information are you looking for?

It's for my English project.

d



How often do you come to the library?

Once a week. Sh! I'm busy.

2 Point and say.



How often do you _____?

I _____ every day/once/twice a week/month.



a



study with a partner/every day

b



go to the library/once a week

c



go fishing/once a month

d



ride a bicycle to school/twice a week

3 Let's talk.



Ask and answer questions about your daily routines.

What do you do in the morning/afternoon/evening?

I always/usually ...

How often do you go to the cinema/go swimming/surf the Internet?

Once/Twice a week/month.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *This is the way we do things*.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *What's his/her name? What's he/she talking about? What kind of information is Linda looking for? How often does she come to the library?*
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Then point to each picture for them to say the words in each bubble.

Language note: We say *come to the library* when we are in the library and say *go to the library* when we are away from the library.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about frequency, using *How often ...? I ... every day/once/twice ... a week/a month.*
- Point at each picture and ask *How often do you ...?* to get the class to answer, using the prompts under each picture.
- Ask pupils to work in pairs: one asks the question and the other answers the question. (E.g. A: *How often do you go to the library?* B: *I go to the library once a week.*)
- Invite one or two pairs to perform the activity. Then give feedback.

Language notes:

- You may copy the following table on the board without the "Frequency" column and ask pupils to do further practice. (E.g. A: *How often do you do project work?* B: *I do it once a week.* A: *When do you usually do project work?* B: *I usually do it on Thursdays.*)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Frequency
do project work				✓				once a week
go shopping					✓	✓		twice a week
ride your bike to school		✓		✓	✓			three times a week
have English lessons	✓	✓	✓		✓			four times a week

- once* = one time; *twice* = two times; *thrice* = three times (However, it's more common to say *three times a week/month/year* than *thrice a week*.)

3. Let's talk.

- Tell the class that they are going to practise talking about their daily routines and how often they do something, using *What do you do ...? I usually ...* and *How often ...? I ... once/twice ... a week/a month.*
- Get pupils to work in pairs. Remind them to use the questions in their books and any other questions they can think of.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to ask and answer questions about their daily routines and how often they do something. Then give feedback.

4 Listen and number.



a



b



c



d

5 Write about your daily routines.



1. What do you do in the morning? _____
2. What do you do in the afternoon? _____
3. Do you go to bed early in the evening? _____
4. How often do you watch TV? _____

6 Let's play.



Do the crossword puzzle.



1 G D E D

A

2 C I E R

3 H L H

Y



4 D H R K

5 G O H

U

6 G T B

I



7 L N T O M

8 E P

S

9 G T S L



Warm-up: Spend a few minutes revising the previous lesson by having a few pairs of pupils ask and answer the questions: *How often ...? I ... every day/once/twice ... a week/a month.*

4. Listen and number.

- Tell the class that they are going to listen and number the pictures.
- Ask pupils to look at the pictures and identify the characters and their activities.
- Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.
- Get pupils to compare their answers before checking as a class.
- Play the recording a third time to confirm the answers.

Key: a 4 b 1 c 2 d 3

Audio script

1. Tom: What do you do in the morning, Nam?	2. Trung: What do you do in the afternoon, Linda?
<i>Nam:</i> I usually have lessons at school.	<i>Linda:</i> I always do my homework. And I also work on my English projects.
<i>Tom:</i> How often do you have Vietnamese?	<i>Trung:</i> How often do you work on the projects?
<i>Nam:</i> I have it every day.	<i>Linda:</i> Usually once a week.
3. Tom: Do you like playing computer games, Quang?	4. Trung: Do you like shopping, Mai?
<i>Quang:</i> Yes, I do.	<i>Mai:</i> Yes, I do. I like it very much.
<i>Tom:</i> How often do you play them?	<i>Trung:</i> How often do you go shopping?
<i>Quang:</i> Once a week ... at the weekend.	<i>Mai:</i> Three times a week.

5. Write about your daily routines.

- Tell the class that they are going to write about their daily routines.
- Have them read the questions and check their understanding.
- Set a time limit for them to write the answers in their notebooks. Monitor the activity and offer help, if necessary.
- Get them to swap and read each other's answers before inviting one or two pupils to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to complete a crossword puzzle. Remind them how to do it: they should look at each picture and complete the corresponding word, using the given letters as hints.
- Get them to look at the crossword puzzle and the pictures. Start with Picture 1 and ask them to think of a verb that describes it. Then tell them to check whether the spelling fits the letters/boxes in the puzzle. Repeat the procedure for the rest of the pictures. The first pupil who completes the puzzle correctly is the winner.
- Ask pupils to work independently. Monitor the activity.
- Meanwhile, copy the crossword puzzle on the board and invite one or two pupils to complete it. Ask them to read out the words for the class to repeat. Ask the class to compare their answers to those on the board.
- Have the class make sentences with the words and phrases from the puzzle.

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

Lesson 3

1 Listen and repeat.



'always

'usually

'often

'sometimes

I 'always get up early.

I 'usually have dinner at home.

I 'often go to bed early.

I 'sometimes go swimming on Sundays.

2 Listen and circle a or b. Then say the sentences aloud.



1. I _____ go to bed early.

a. always b. sometimes

2. He _____ plays football after school.

a. sometimes b. often

3. She _____ goes shopping on Sundays.

a. usually b. always

4. We _____ go camping at the weekend.

a. often b. sometimes

3 Let's chant.



What do you do in the morning?

What do you do in the morning?

I always brush my teeth.

What do you do after getting up?

I usually go to school.

How often do you go to the library?

I go there once a week.

How often do you play computer games?

I play them every week!



Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to read their answers in Lesson 2, Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable: *'always*, *'usually*, *'often* and *'sometimes*.
- Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the words and the sentences twice.

2. Listen and circle **a** or **b**. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give pupils a few seconds to read the sentences in silence.
- Play the recording for them to do the task.
- Get them to compare their answers in pairs before checking as a class.
- Ask pupils to read the completed sentences aloud.

Key: 1 a 2 b 3 a 4 b

Audio script

1. I always go to bed early.
2. He often plays football after school.
3. She usually goes shopping on Sundays.
4. We sometimes go camping at the weekend.

3. Let's chant.

- Tell the class that they are going to say the chant *What do you do in the morning?* Have pupils read the chant and check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line.
- Put the class into two groups to practise chanting the questions and the answers respectively.
- Have them practise saying the chant and do actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.

4 Read and answer.



Hoa's Day

In the morning, Hoa gets up early. She usually goes jogging. After breakfast, she rides her bicycle to school. After school, she usually does her homework. Then she often plays badminton and sometimes cooks dinner. In the evening, she sometimes watches TV. She watches *English for Kids* once a week. She usually goes to bed early. She goes shopping twice a week.



1. What does Hoa do in the morning?
2. What does she do after school?
3. What TV programme does she watch once a week?
4. How often does she go shopping?

5 Write about your day.



My name is _____.

In the morning, I always _____.

In the afternoon, I usually _____.

In the evening, I _____.

I _____ a week.

6 Project



Interview two of your classmates about their daily routines.

7 Colour the stars.



Now I can ...

- ask and answer questions about daily routines.
- listen to and understand texts about daily routines.
- read and understand texts about daily routines.
- write about my day.



Warm-up: Spend a few minutes having the class say the chant *What do you do in the morning?*

4. Read and answer.

- Tell the class that they are going to read the text and answer the questions.
- Give them a few seconds to look at the picture and ask: *Who's this? What's she doing? What's she watching?*
- Explain the meanings of the new words: *go jogging, programme*.
- Set a time limit for them to read the text and do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils compare their answers before checking as a class.

Key: 1 She gets up early and usually goes jogging.

2 She usually does her homework. Then she often plays badminton and sometimes cooks dinner.

3 She watches *English for Kids* (once a week).

4 She goes shopping twice a week.

5. Write about your day.

- Tell the class that they are going to write a short paragraph about their daily routines.
- Give pupils time to read and complete the sentences, using information about themselves.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Remind pupils to use adverbs of frequency (*always, usually, ...*) and frequency phrases (*once, twice ... a week/a month*) in their writing.
- Get pupils to read their writing in pairs before inviting some pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to work in groups and interview two classmates about their daily routines.
- Ask pupils to copy the table below and take notes.

Name	What does he/she do in the morning?	What does he/she do in the afternoon?	What does he/she do in the evening?
1.			
2.			

- Get one or two pupils to report the results to the class.
- If there is not enough time, give the activity as homework.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



a
What did you do
on your summer
holiday, Peter?



I went on a trip
with my family.



Where did you go?

I went to
Ha Long Bay.

c
What was
the trip like?



It was really nice.



d
What about you?
Where did you go?



I went to Ho Chi Minh City.

2 Point and say.



Where did you go on holiday?



I went to _____.



Ha Long Bay



Phu Quoc
Island



Hoi An
Ancient Town



Hue Imperial
City

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Past holidays* and *Means of transport*.
- ask and answer questions about past holidays, using *Where did you go on holiday? I went to ...*
- ask and answer questions about means of transport, using *How did you get there? I went by ...*
- pronounce three-syllable words with the stress on the first syllable: 'motorbike, 'underground, 'holiday and 'family.

Warm-up: Ask the class to name some famous holiday places and common means of transport. Then have pupils play *Pelmanism* with the words and pictures of *car*, *bike*, *plane*, *ship*, etc. Introduce the lesson by writing the title on the board and have pupils repeat it aloud.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Mai and Peter talk about their last summer holiday.
- Ask them to look at the pictures to identify the characters (Mai and Peter) and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (Mai and Peter are talking on the phone about their holidays. In Picture a, Peter says he went on a trip with his family. In Picture b, Mai asks him *Where did you go?* and he answers *I went to Ha Long Bay*. In Picture c, Mai continues to ask him about the trip. In Picture d, Peter asks Mai *Where did you go?* and Mai answers *I went to Ho Chi Minh City.*) Explain the meaning of the question *Where did you go?*, if necessary.
- Play the recording once or twice for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again, if necessary.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about where someone went on his/her last holiday, using *Where did you go on holiday? I went to ...*
- Tell them how to say *Ha Long Bay*, *Phu Quoc Island*, *Hoi An Ancient Town*, *Hue Imperial City* and get them to practise talking about where they went on holiday, using the words under the pictures. (E.g. *I went to Ha Long Bay*.)
- Point to the first picture and ask the question *Where did you go on holiday?* for the class to answer *I went to Ha Long Bay*. Repeat the same procedure with the rest of the pictures.
- Ask the class to practise in pairs. Monitor the activity and offer help, if necessary. Select some pairs of pupils to act out the dialogues in front of the class.

Language note: Remind pupils that the first letter of the words for places is normally a capital letter if there is a proper name before it (e.g. *Phu Quoc Island*).

3 Let's talk.



Ask and answer questions about your holidays.

Where were you on holiday?

I was _____.

Where did you go?

I went to _____.

What was the trip like?

It was _____.

4 Listen and match.



1



2



3



4



a



b



c



d



5 Read and match.



1. Where were you last summer?
2. Where did you go?
3. What did you do?
4. What was the trip like?
5. What's that?

- a. I took a boat trip.
- b. It's a photo of my trip.
- c. I was at the seaside.
- d. I went to Phu Quoc Island.
- e. It was great.

6 Let's play.



Find someone who ...

Find someone who went to the seaside last summer.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about their classmates' past holidays.
- Get them to work in groups of four and remind them to use the questions and answers in this section.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select one or two pairs to act out their dialogues. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting some pupils to act out the story.

4. Listen and match.

- Tell the class that they are going to listen and draw lines to match each character to the correct picture.
- Ask them to look at each picture to identify the character (Picture 1: Tom, Picture 2: Quan, Picture 3: Linda, Picture 4: Nam) and the place (Picture a: Ho Chi Minh City, Picture b: Ha Noi, Picture c: Ha Long Bay, Picture d: Hue Imperial City). Check their understanding.
- Play the recording all the way through for pupils to listen and draw lines to match. Play it again for them to check their answers.
- Get them to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers if necessary.

Key: 1 c 2 d 3 b 4 a

Audio script

1. Mai: Where were you last weekend, Tom?	2. Mai: What's that?
<i>Tom:</i> I was at the seaside.	<i>Quan:</i> It's a photo of my trip last summer.
Mai: Where did you go?	Mai: Where did you go, Quan?
<i>Tom:</i> I went to Ha Long Bay.	<i>Quan:</i> I went to Hue Imperial City.
3. Mai: Where did you go last Sunday, Linda?	4. Mai: Where did you go last month, Nam?
<i>Linda:</i> I went to Ha Noi.	<i>Nam:</i> I went to Ho Chi Minh City.
Mai: Oh, that's great.	Mai: Did you have a good time?
	Nam: Yes, I did.

5. Read and match.

- Tell the class that they are going to read and match the questions with the answers.
- Set a time limit for them to do the task independently.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the matched pairs of questions and answers aloud.

Key: 1 c 2 d 3 a 4 e 5 b

6. Let's play.

- Tell the class that they are going to play *Find someone who ...*, using names of famous places in Viet Nam.
- Give each of them a piece of paper with one of the names of the places in Activity 2. Then say *Find someone who went to Ha Long Bay* and they should ask each other *Where did you go on holiday?* to find out who went to Ha Long Bay. Continue with the rest of the places.
- Set a time limit for them to play the game.

Lesson 2

1 Look, listen and repeat.



a



b



c



d



2 Point and say.



I went by _____.

How did you get there?

a



train

b



taxi



motorbike

c



underground

3 Let's talk.



Ask and answer questions about how you get to different places.

Where were you on holiday?/Where did you go?

I was _____./I went to _____.

How did you get there?

I went by _____.

Warm-up: Spend a few minutes having the class play *Bingo*, using the words for places and means of transport learnt in Lesson 1. At the end of the game, ask pupils to ask and answer questions, using the words in the game (e.g. *Where did you go on holiday? I went to Hue Imperial City. How did you get there? I went by plane.*)

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Tony and Phong are talking about their holidays. Ask them to look at the pictures and guess where they went on holiday and what they did.
- Tell them to read the story and ask them questions such as *Where did Phong/Tony go on holiday? How did he get there?* (In Picture a, Phong says he went to his hometown on holiday. In Picture b, Tony asks *How did you get there?* and Phong answers *I went by coach*. In Picture c, Tony says he went back to Australia. In Picture d, Phong asks *How did you get there?* and Tony answers *I went by plane*.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about means of transport, using *How did you get there? I went by ...*
- Have them look at the pictures and teach the words: *train, taxi, motorbike* and *underground*. Have them practise the sentences with the words (i.e. *I went by train/taxi/motorbike/underground*.)
- Point to the first picture and ask *How did you get there?* for the class to answer *I went by train*. Repeat the same procedure with other pictures.
- Ask pupils to practise in pairs, using the prompts under the pictures. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges. Then give feedback.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about means of transport.
- Get them to work in pairs. Remind them to use the questions in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to act out their exchanges. Then give feedback.

4 Listen and write one word in each blank.



1. Mai went to see her grandparents by _____.
2. Linda went to her hometown by _____.
3. Nam went to the seaside by _____.
4. Trung went to Da Nang by _____.

5 Write about your last holiday.



1. Where did you go last holiday?

2. How did you get there?

3. What did you do there?

4. Did you enjoy the trip?

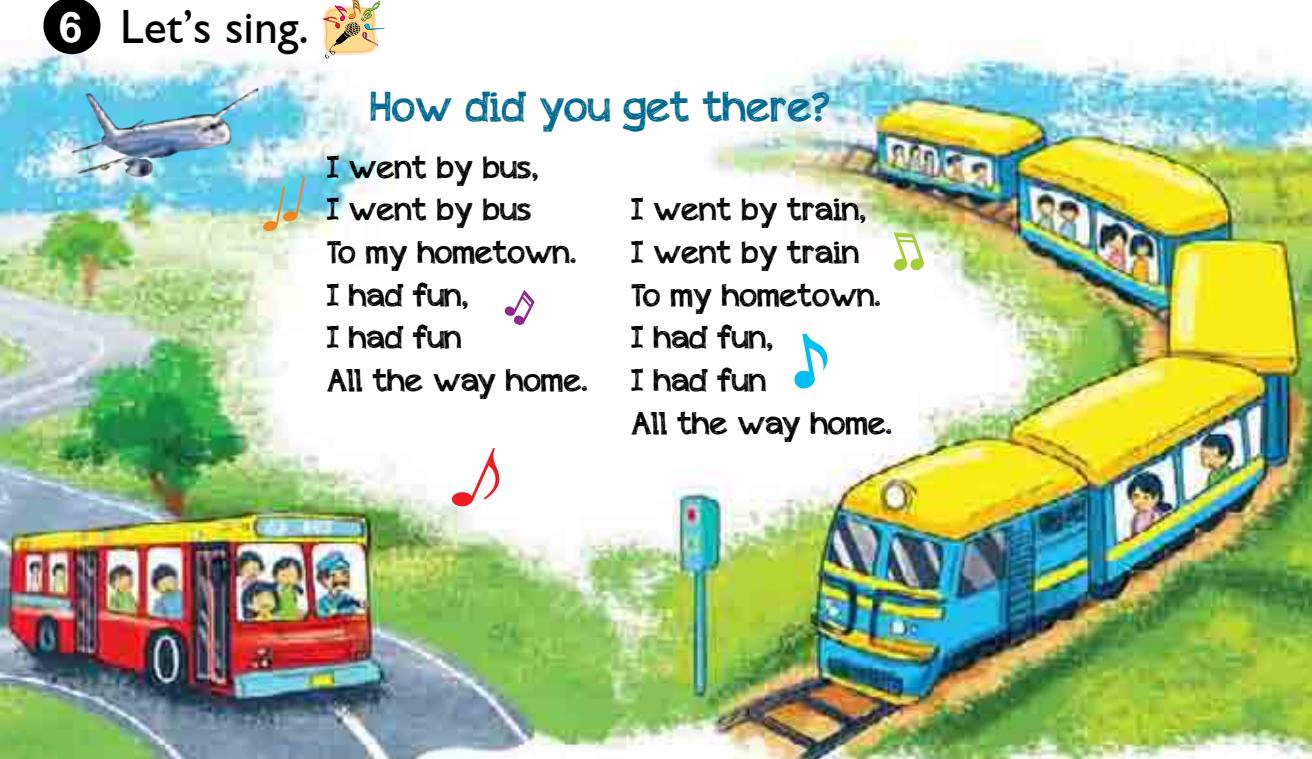
6 Let's sing.



How did you get there?

I went by bus,
I went by bus
To my hometown.
I had fun,
I had fun
All the way home.

I went by train,
I went by train
To my hometown.
I had fun,
I had fun
All the way home.



Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two pupils to act out the story.

4. Listen and write one word in each blank.

- Tell the class that they are going to listen to Mai, Linda, Nam and Trung talking about their past holidays. Get them to pay attention to the means of transport.
- Ask them to read the four gapped sentences and guess the words to complete them.
- Play the recording for them to listen and complete the sentences.
- Play it again for them to check their answers. Monitor the activity and offer help, if necessary.
- Get them to read their answers in pairs before checking as a class.

Key: 1 motorbike 2 train 3 taxi 4 plane

Audio script

1. Hello. My name's Mai. I live in Ha Noi, but my grandparents live in a village in Nam Dinh Province. Last weekend, we went to Nam Dinh by motorbike.
2. Hi. I'm Linda. My hometown is a small town in the north of England. I went there by train last holiday.
3. Hello, everyone. My name's Nam. Last summer, I went to the seaside with my parents by taxi.
4. Hello. My name's Trung. My hometown is Da Nang. Last month, I went there by plane.

5. Write about your last holiday.

- Tell the class that they are going to write about their last holidays.
- Have them read the questions and check their understanding.
- Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing before inviting one or two pupils to read their answers aloud. Then give feedback.

Key: Answers vary

6. Let's sing.

- Tell the class that they are going to sing the song *How did you get there?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Ask the class to do choral and individual repetition of the song line by line until they are familiar with the pronunciation, the stress, the rhythm and tune of the song.
- Play the recording again and get pupils to sing along with the recording.
- Divide the class into two groups: one group sings the first verse and the other sings the second.

Lesson 3

1 Listen and repeat.



'motorbike

Last summer, I went to the park by 'motorbike.

'underground

Last Sunday, he went to the countryside by 'underground.

'holiday

She went on 'holiday by coach.

'family

Last weekend, I went to Da Nang with my 'family.

2 Listen and circle a or b. Then say the sentences aloud.



1. Last weekend, Linda went to the zoo by _____.

a. underground b. motorbike

2. We went back to our hometown by _____.

a. train b. bus

3. Peter went to the beach with his _____.

a. classmates b. family

4. He had a nice _____ in Nha Trang.

a. holiday b. weekend

3 Let's chant.

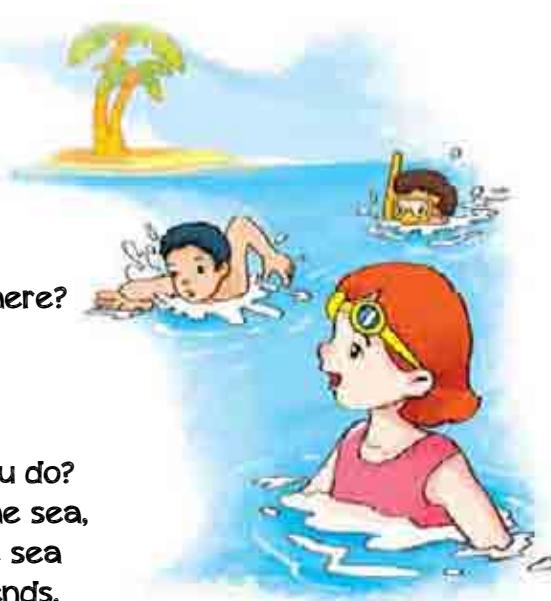


Where did you go?

Where did you go?
I went to the beach,
To the beach
Last summer.

How did you get there?
I went by train,
By train
All the way there.

What did you do?
I swam in the sea,
Swam in the sea
With my friends.



Warm-up: Spend a few minutes inviting some pupils to the front of the class to sing the song *How did you get there?* Have the rest of the class listen and clap their hands.

1. Listen and repeat.

- Tell the class that they are going to practise saying three-syllable words with the stress on the first syllable: 'motorbike, 'underground, 'holiday and 'family.
- Play the recording and ask pupils to repeat once or twice, paying attention to the stressed syllables.
- Do choral and individual repetition of the words and the sentences until pupils feel confident.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.
- Play the recording for them to listen and circle the answers.
- Play the recording again for pupils to check their answers. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 a 2 a 3 b 4 a

Audio script

1. Last weekend, Linda went to the zoo by underground.
2. We went back to our hometown by train.
3. Peter went to the beach with his family.
4. He had a nice holiday in Nha Trang.

3. Let's chant.

- Tell the class that they are going to say the chant *Where did you go?* Follow the procedure in *Teaching the unit components* in *Introduction*. Have them read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.
- Divide the class into two groups: one group says the questions and the other says the answers.
- Invite two groups of four to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and complete.



Dear Tony,

swam island badminton plane by

My mother and I went to Phu Quoc (1) _____ last summer.

First, we went from our house to the airport (2) _____ taxi.

Then we went to the island by (3) _____. It is a wonderful place. In the morning, we played (4) _____. In the afternoon, we (5) _____ in the pool. We had a wonderful time there.

See you soon,

Nam

5 Read and write.



Dear Mai,

I went back to my hometown to visit my grandparents last weekend. They live in the north of England. I went to King's Cross railway station by underground. Then I took a train to my hometown. I like going by train because I can enjoy the beautiful views on the way. I walked from the train station to my grandparents' house. I had a wonderful time in my hometown.

Love,
Linda



1. Where's Linda's hometown? _____
2. How did she get to King's Cross railway station? _____
3. How did she get to her hometown? _____
4. Why does she like going by train? _____
5. Did she have a good time in her hometown? _____

6 Project



Interview two classmates about their holidays.

7 Colour the stars.



Now I can ...

- ask and answer questions about past holidays and means of transport. ★ ★ ★
- listen to and understand texts about past holidays and means of transport. ★ ★ ★
- read and understand texts about past holidays and means of transport. ★ ★ ★
- write about someone's past holiday. ★ ★ ★

Warm-up: Spend a few minutes revising the chant *Where did you go?* by getting two groups of five to the front of the class to say the chant. Ask the rest of the class to listen and clap their hands.

4. Read and complete.

- Tell the class that they are going to complete Nam's letter to Tony, using the words in the box.
- Have them read the gapped sentences and guess the words to fill the gaps. Remind them to focus on the context to get the information needed.
- Have them work in pairs or groups to discuss the answers.
- Give pupils enough time to do the task.
- Get them to read their answers in pairs before checking as a class. If there is time, ask the class to read the completed sentences.

Key: 1 Island 2 by 3 plane 4 badminton 5 swam

5. Read and write.

- Tell the class that they are going to read Linda's letter to Mai and write answers to the questions. Explain the meanings of the new words (e.g. *take a train*, *view* and *wonderful*).
- Tell them to read the questions first, then read the text and focus on the information needed to answer the questions. If necessary, get pupils to work in pairs or groups.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to compare their answers in pairs before giving the answers to the class. Give explanations, if necessary.

Key: 1 It's in the north of England. 2 She got there by underground.

3 She got there by train. 4 Because she can enjoy the beautiful views on the way.
5 Yes, she did.

6. Project

- Tell the class that they are going to interview two classmates about their past holidays.
- Ask them to copy the table below to their notebooks and complete it.

Names	Places	By ...	Activities
1.			
2.			

- Ask them to work in groups to discuss and brainstorm what questions they should ask to get the information.
- Give them time to do the interviews in class and complete the table.
- Invite some pupils to the front of the class to repeat their interviews.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



2 Point and say.



Did you
_____?

Yes. I did./
No, I didn't.



go on a picnic



enjoy the party



join the funfair



watch TV

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Past activities*.
- ask and answer questions about whether someone did something, using *Did you ...? Yes, I did./No, I didn't.*
- ask and answer questions about what someone did at a party, using *What did you do at the party? We ...*
- pronounce two-syllable words with the stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.

Warm-up: Have pupils play *Slap the board*, using pictures of these words: *motorbike, bike, train, bus, taxi, underground* and *plane*. When the game is over, get pupils to point at each picture to ask and answer questions about means of transport. (E.g. *Where did you go on your holiday? I went to Phu Quoc Island. How did you get there? I went there by plane.*) At the end of the game, introduce this unit.

1. Look, listen and repeat.

- Have the class look at the four pictures. Introduce the story by pointing at each character and elicit their answers to the questions: *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Mai, Linda and Phong are in the room and looking at Tony at the door. He's holding a present and some flowers. In Picture b, Tony and Linda are talking about Nam's birthday. In Picture c, Tony asks Mai *Did you go to the party?* In Picture d, Tony asks *Did you enjoy Nam's party, Phong?* and Phong says *Yes! We had a lot of fun!*) Check their comprehension.
- Play the recording once or twice for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. Play the recording again for pupils to listen and repeat line by line.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about past activities, using *Did you ...? Yes, I did./No, I didn't.*
- Teach the past simple forms of the verbs (i.e. *went, enjoyed, joined* and *watched*).
- Have the class practise the questions, using the prompts under the pictures. Then point at each picture and ask the question for pupils to practise answering first with *Yes, I did.* then with *No, I didn't.*
- Get pupils to work in groups. Monitor the activity and offer help, if necessary.
- Invite two pairs to ask and answer the questions to check their performance.

3 Let's talk.

Ask and answer questions about what you did.

Did you go on a picnic?

Did you enjoy the weekend?

Yes, I did.

No, I didn't.

Did you watch TV?

4 Listen and tick Yes (Y) or No (N).

1. Did Linda go to the zoo yesterday?
2. Was Mai at the sports festival?
3. Did Tony stay at home yesterday?

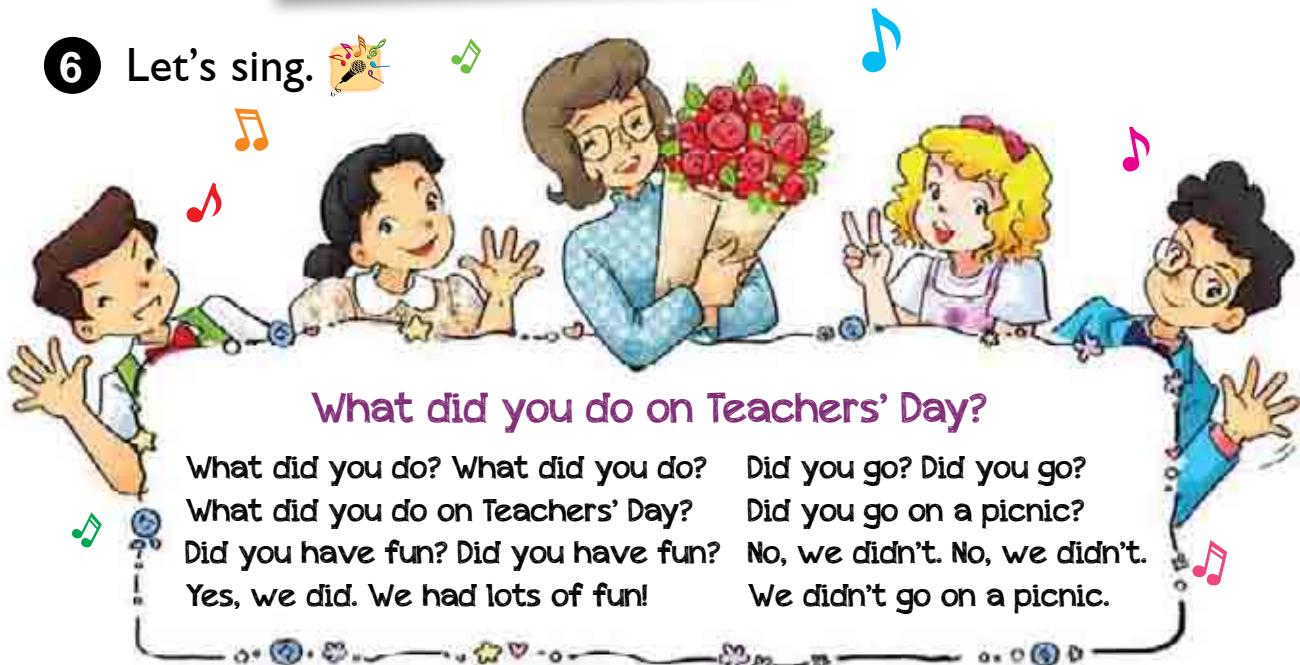
Y	<input type="checkbox"/>
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5 Read and complete.

enjoyed
joined
festival
sports
went

Linda and Tom were on their holidays. They (1) _____ to different places. Linda went to the (2) _____ of Flowers in Da Lat. Tom (3) _____ a (4) _____ festival. They (5) _____ their holidays very much.

6 Let's sing.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about whether someone did something.
- Get pupils to work in groups of four to ask and answer the questions in their books. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting four pupils to act out the story.

4. Listen and tick Yes (Y) or No (N).

- Tell the class that they are going to listen to the recording and tick Yes or No.
- Have them read the questions in their books. Check their understanding.
- Play the recording all the way through for them to listen and tick the boxes.
- Get pupils to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers. Give explanations for answers which pupils find difficult.

Key: 1 N 2 Y 3 N

Audio script

1. <i>Phong:</i> Did you go to the zoo yesterday, Linda?	2. <i>Phong:</i> Were you at the sports festival, Mai?
<i>Linda:</i> No, I didn't.	<i>Mai:</i> Oh, yes.
<i>Phong:</i> Did you stay at home?	<i>Phong:</i> Did you enjoy it?
<i>Linda:</i> Yes, I did.	<i>Mai:</i> No, I didn't. It was so crowded.
3. <i>Mai:</i> Did you stay at home yesterday, Tony?	
<i>Tony:</i> No, I didn't.	
<i>Mai:</i> Where did you go?	
<i>Tony:</i> I went to visit my grandparents.	

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with *enjoyed, joined, festival, sports* and *went*.
- Set a time limit for them to do the task independently.
- Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 went 2 Festival 3 joined 4 sports 5 enjoyed

Language note: Here are the past forms of some common irregular verbs:

be – was, were	go – went	drink – drank
have – had	sing – sang	eat – ate

6. Let's sing.

- Tell the class that they are going to sing *What did you do on Teachers' Day?* Have them read each line of the lyrics and teach the unfamiliar words. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask them to do choral repetition line by line.
- When they are familiar with the melody, ask the class to sing along with the music before having them practise doing actions in groups.
- Invite a group to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



What did you do there?

a

Did you go to Mai's birthday party yesterday, Peter?

c

Did you do anything else?

b

Yes, I did.

d

We sang and danced happily.

I ate a lot of food.
It was great.

Did you have a good time?

Yes, we did.

2 Point and say.



What did you do
at the party?

We _____.



a



had nice food
and drink

b



played hide-and-seek

c



chatted with friends

d



watched cartoons

3 Let's talk.



Ask and answer questions about what you and your friends did.



Did you _____?

How was it?

What did you do there?

Yes, I did.

No, I didn't.

It was _____.

I/We _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *What did you do on Teachers' Day?* Invite a group to do actions in front of the class while the rest are singing.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Quan and Peter are talking about Mai's last birthday party.
- Have them look at the pictures and check their comprehension by pointing at the pictures and eliciting their answers to the questions: *What are their names? What are they talking about? Did Peter go to Mai's birthday party? What did Peter do at the party?* (Peter and Quan are talking at school. In Picture a, Quan asks Peter if he went to Mai's birthday party and Peter says yes. In Picture b, Quan asks *What did you do there?* and Peter answers *I ate a lot of food.* In Pictures c and d, they continue to talk about the party and Peter says they sang lots of songs and he had a good time.)
- Play the recording for pupils to listen to the story, pointing to the pictures. Play it again for them to repeat each line.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about activities in the past.
- Review the past simple forms of the verbs *have, play, chat* and *watch*, and have pupils practise saying the sentences: *We had nice food and drink. We played hide-and-seek. We chatted with friends. We watched cartoons.*
- Point at each picture and ask: *What did you do at the party?* for the class to answer, using the prompts under each picture.
- Ask them to work in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to ask and answer the questions. Then give feedback.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about what they did.
- Set a time limit for pupils to practise talking. Remind them to answer the questions with information about themselves.
- Invite a few pairs to act out their conversations. Then give feedback. Correct their pronunciation, if necessary.

4 Listen and circle a or b.



1. Nam's school had _____.

a. a sports festival

b. a book fair

2. Mai bought _____.

a. story books

b. comic books

3. Phong _____.

a. enjoyed the films

b. enjoyed the food and drink

5 Write about you.



1. Where were you yesterday?

2. What did you do there?

3. Did you enjoy it?

6 Let's play.



Tic-tac-toe

Where were you ...?	Did you play ...?	I ate ...
Did you go ...?	Did you have ...?	I didn't ...
Did you watch ...?	What did you do ...?	I had ...

Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and circle *a* or *b*.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the answers. Check if they understand the text.
- Play the recording all the way through for the class to listen. Play it again for them to circle the answers. Get them to compare their answers in pairs before checking as a class.

Key: 1 a 2 b 3 b

Audio script

1. Linda: Where were you yesterday, Nam? Nam: I was at school. Linda: What did you do there? Nam: We had a sports festival.	2. Linda: Did you join Sports Day, Mai? Mai: No, I didn't. I went to the book fair. Linda: Did you buy anything? Mai: Yes, I bought some comic books.
3. Linda: Where were you yesterday, Phong? Phong: I was at Peter's birthday party. Linda: What did you do there? Phong: We sang, danced and enjoyed the food and drink. Linda: Sounds great!	

5. Write about you.

- Tell the class that they are going to answer some questions about what they did.
- Remind them that they should write about things that really happened to them.
- Have pupils read the questions and check their understanding.
- Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.
- Get them to swap to read their writing in pairs before inviting one or two to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play the game *Tic-tac-toe*, following the procedure in *Games* in the *Introduction*.
- Explain how the game is played. Tell the class that they have to complete the sentence in order to mark a box with an X or O.
- Set a time limit for the class to play the game in pairs. When time is over, invite a few pupils to read aloud their questions and put them on the board. Then invite some pairs to practise asking and answering the questions. Then give feedback.

Lesson 3

1 Listen and repeat.



party

Sunday

enjoyed

invite

I went to Mai's birthday 'party yesterday.

They took part in the festival on 'Sunday.

We en'joyed the food and drink at the party.

I want to in'vite Tony and Phong to my birthday party.

2 Mark the word stress. Then say the words aloud.



1. water

2. party

3. enjoy

4. birthday

5. invite

6. Monday

7. comics

8. picnic

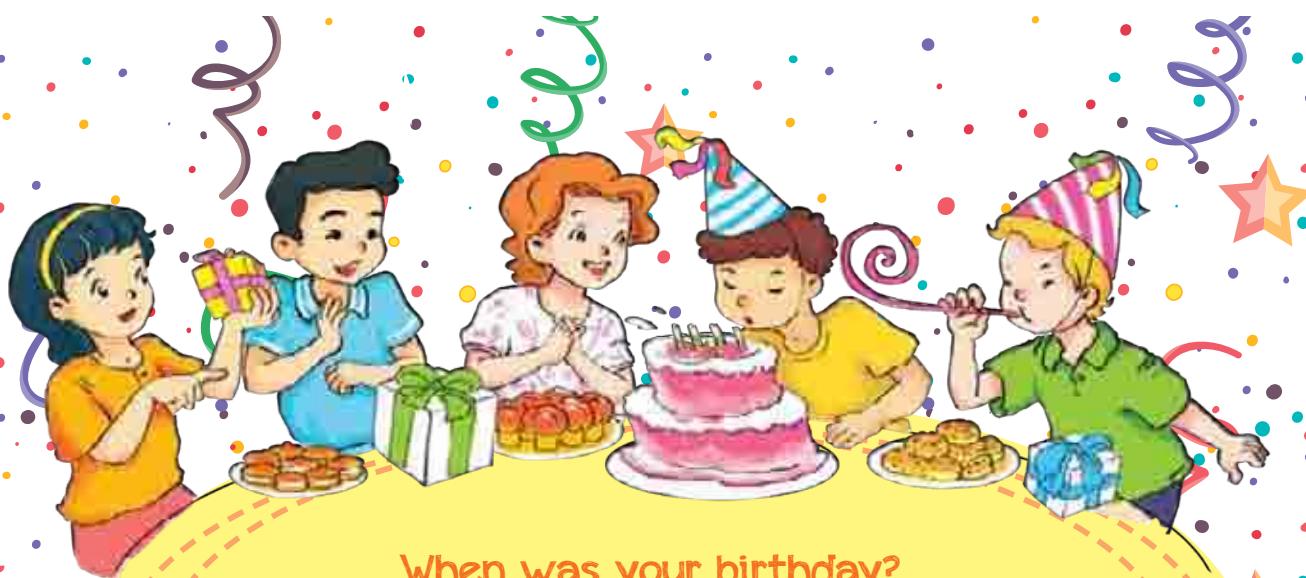
9. cartoon

10. Sunday

11. repeat

12. complete

3 Let's chant.



When was your birthday?

When was your birthday?

It was last Sunday.

Who did you invite?

All my best friends.

What did you do?

We ate cakes and sweets.

Did you enjoy it?

Yes! It was great!

Warm-up: Spend a few minutes revising the previous lesson by inviting some pupils to read their answers in Lesson 2, Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying two-syllable words with the stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.
- Play the recording for pupils to repeat each word and sentence twice.

2. Mark the word stress. Then say the words aloud.

- Tell the class that they are going to read and mark the word stress. Then say the words aloud.
- Give pupils a few seconds to read the words in silence and do the task.
- Get them to swap and compare their answers in pairs before checking as a class.
- Invite some pupils to read out all the words.
- If time allows, ask the class to make sentences with the words.

Key: 1 'water 2 'party 3 en'joy 4 'birthday
5 in'vite 6 'Monday 7 'comics 8 'picnic
9 car'toon 10 'Sunday 11 re'peat 12 com'plete

3. Let's chant.

- Tell the class that they are going to say the chant *When was your birthday?* Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Have pupils repeat each line of the chant. Divide the class into two halves: one says the questions and the other says the answers. The two halves swap their roles after the first round.
- Ask pupils to work in groups. Set a time limit for them to practise the chant and do actions in groups.
- Invite two or three groups to say the chant and do actions.

4 Read and answer.



My name is Nam. It was my birthday last Sunday. I invited some of my classmates to the party. They gave me presents like comic books, robots and a teddy bear. We ate cakes, sweets, fruit and ice cream. We drank fruit juice. We sang English and Vietnamese songs. We danced, too. Phong played the guitar and Linda played the piano. The party ended at 7 p.m. We enjoyed it very much.



1. When was Nam's birthday party?

2. Who went to Nam's birthday party?

3. What did Phong do at the party?

4. What did Linda do at the party?

5 Write about your birthday party.



1. When was your last birthday party?

2. Who went to your party?

3. What did you and your friends do at the party?

6 Project



Discuss in groups what present to give a classmate for his/her birthday.

7 Colour the stars.



Now I can ...

- ask and answer questions about past activities.
- listen to and understand texts about past activities.
- read and understand texts about past activities.
- write about my birthday party.



Warm-up: Spend a few minutes having the class read the chant *When was your birthday?*

4. Read and answer.

- Tell the class that they are going to read a passage and answer the questions.
- Get pupils to read the questions and underline the key words. Then tell them to read the passage and look for the information needed to answer the questions. If necessary, get them to work in pairs or groups.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.

Key: 1 It was last Sunday.

2 Some of his classmates went to the birthday party.

3 He played the guitar.

4 She played the piano.

5. Write about your birthday party.

- Tell the class that they are going to write about their own birthday parties.
- Give them time to read the questions and write the first draft of their answers in the notebooks.
- Set a time limit for pupils to do the writing individually. Monitor the activity and offer help, if necessary.
- Remind them to use capital letters for the first letter of the word at the beginning of each sentence and the names of people, and to put a comma or full stop in the appropriate places.
- Get them to read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to think about what present to give a classmate for his/her birthday.
- Get pupils to work in groups of four. Ask them to choose a classmate who does not belong to their group and discuss what birthday present will suit him/her and why.
- Set a time limit for them to do the task.
- Invite one or two groups to present their ideas.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



a

What will you do this weekend?



I think my family and I will go for a picnic.

b

What about you, Tony? Where will you be on Saturday?



I think I'll be in the mountains.

c

What about you, Phong? Where will you be?

I'll be at home.

d

At home? Why?

Because I have to study.

2 Point and say.



Where will you be this weekend?



I think I'll be _____.

a



in the countryside

b



on the beach

c



at school

d



by the sea

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Future activities*.
- ask and answer questions about where someone will be, using *Where will you be ...? I think I'll be ...*
- ask and answer questions about what someone will do, using *What will you do ...? I think I'll .../ I don't know. I may ...*
- pronounce two- and three-syllable words with the stress on the first syllable: 'seaside, 'islands and 'countryside.

Warm-up: Get the class to say the chant *When was your birthday?* Then invite some pupils to work in pairs, asking and answering questions like *Where were you yesterday? What did you do?*

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story about where someone will be.
- Have pupils look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Tony asks Mai *What will you do this weekend?* and Mai answers *I think my family and I will go for a picnic.* In Picture b, Mai asks Tony *Where will you be on Saturday?* and he answers *I think I'll be in the mountains.* In Pictures c and d, Tony asks Phong the same question and he answers *I'll be at home* and explains the reason.) Check their comprehension.
- Play the recording once or twice for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about where someone will be, using *Where will you be ...? I think I'll be ...*
- Have pupils look at the pictures and teach the new phrases under the pictures: *in the countryside, on the beach and by the sea.* Ask the question *Where will you be this weekend?* for pupils to answer, using the prompts.
- Get pupils to practise in pairs. Monitor the activity and offer help, if necessary. Invite a few pairs to act out the exchanges in front of the class.

Language note: Explain the use of some prepositions of place: *in the countryside/mountains/village, on the beach, at school/home, by the sea.*

3 Let's talk.



Ask and answer questions about where you will be this weekend.

Where will you be this weekend?

I think I'll be _____.

4 Listen and tick.



1

a



b



c



2

a



b



c



3

a



b



c



5 Read and match.



1. Where will you be this weekend?
2. Where will Mai be tomorrow?
3. Where will Phong be next week?
4. Where will Peter and Linda be next month?

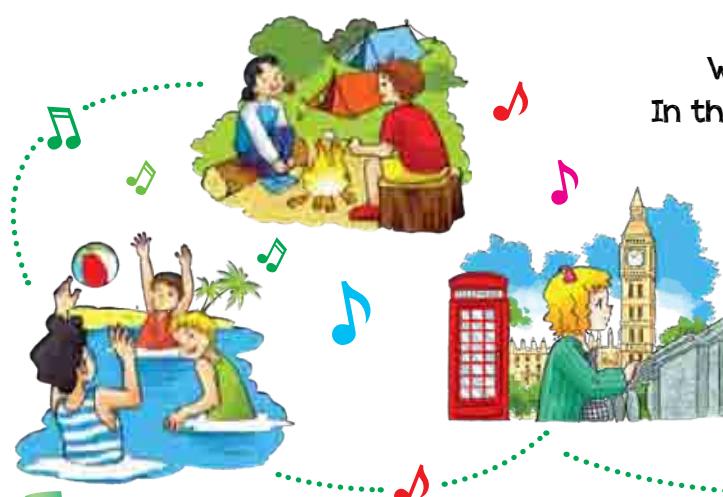
a. He'll be in the mountains.

b. They'll be by the sea.

c. I think I'll be at home.

d. She'll be on the beach.

6 Let's sing.



Where will you be?

Where will you be next weekend,
In the mountains or the countryside?
I think I'll be in the mountains.

Where will you be tomorrow,
At the seaside or at school?
I think I'll be at the seaside.

Where will you be next year,
In Viet Nam or England?
I think I'll be in England.

3. Let's talk.

- Tell pupils that they are going to practise further by asking and answering questions about where they will be this weekend.
- Ask pupils to work in pairs: one pupil asks *Where will you be this weekend?* and the other answers *I think I'll be ...* Monitor the activity and offer help, if necessary.
- Invite a pair to act out what they have practised. Then give feedback.

Warm-up: Spend a few minutes revising *Where will you be ...? I think I'll be ...* Get two pairs to act out the exchanges in front of the class.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct pictures.
- Have them look at the pictures to identify where the characters are. Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to tick the correct pictures.
- Get pupils to swap their answers before checking as a class. Go around and offer help, if necessary.

Key: 1 c 2 a 3 b

Audio script

1. <i>Tony:</i> Hi, Mai. Where will you be tomorrow? <i>Mai:</i> What day is it tomorrow? <i>Tony:</i> It's Saturday. <i>Mai:</i> Oh, I think I'll be at the seaside.	2. <i>Nam:</i> Do you want to go for a picnic next week? <i>Linda:</i> Where will it be? <i>Nam:</i> It'll be in the mountains. <i>Linda:</i> Yes, please. That'll be a lot of fun.
3. <i>Linda:</i> Will you be at home next week? <i>Phong:</i> Next week? <i>Linda:</i> Yes. <i>Phong:</i> I don't know. Maybe I'll be in the countryside.	

5. Read and match.

- Tell the class that they are going to match the questions with the answers.
- Give pupils a few seconds to look at the questions first. Remind them to focus on the people in the questions and the pronouns in the answers (*you, Mai, Phong, and Peter and Linda, He, They, I and She*). Get pupils to work in pairs and do the task. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

Key: 1 c 2 d 3 a 4 b

6. Let's sing.

- Tell the class that they are going to sing the song *Where will you be?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Play the recording for pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask two groups of four to go to the front. One group sings the questions and the other sings the answers.
- Have the class sing the song again and clap their hands to reinforce the activity.

Lesson 2

1 Look, listen and repeat.



a

I'll go for a picnic this weekend.

b

Where will you go?



That's great.

I think I'll go to Ha Long Bay.

c

What will you do there?

I think I'll swim in the sea.

d

Will you visit Tuan Chau Island?

I don't know. I may explore the caves.

2 Point and say.



What will you do at Ha Long Bay?



I think I'll _____.

I don't know. I may _____.



explore the caves



take a boat trip around the islands



build sandcastles on the beach



swim in the sea

3 Let's talk.



Ask and answer questions about where you will be and what you will do.

Where will you be next week?

I think I'll _____.

What will you do?

I don't know. I may _____.

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *Where will you be?* Ask the rest of the class to sing along and clap their hands.

1. Look, listen and repeat.

- Tell the class that they are going to read the story about Mai's picnic at the weekend.
- Have pupils look at the pictures and elicit their answers to these questions: *Who are they? Where are they? What are they doing?* (In Picture a, Mai and Tony are talking at school and Mai says *I'll go for a picnic this weekend*. In Pictures b and c, Tony asks about Mai's plans, using *Where will you go?* and *What will you do there?* and Mai answers with *I think I'll ...*. In Picture d, Tony asks *Will you visit Tuan Chau Island?* and Mai answers *I don't know. I may explore the caves.*) Check comprehension.
- Play the recording for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what someone will do, using *What will you do ...? I think I'll ... or I don't know. I may ...*
- Teach the new phrases: *explore the caves, take a boat trip around the islands* and *build sandcastles on the beach*. Have pupils practise saying *I think I'll .../I don't know. I may ...*, using the prompts.
- Point to the first picture and ask the question *What will you do at Ha Long Bay?* Pupils should answer *I think I'll explore the caves or I don't know. I may explore the caves.* Ask them to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class. Correct their pronunciation, if necessary.

Language note: Remind pupils of the differences between *will* and *may* for future activities.

- *Will* is used for something you think will surely happen in the future.
- *May* is used for something you think will probably happen in the future.

3. Let's talk.

- Tell the class that they are going to practise further what they have learnt in Lesson 1 and Lesson 2 by asking and answering the questions in their books.
- Have pupils work in pairs: one asks the questions *Where will you be next week? What will you do?* and the other answers.
- Select some pairs to role-play the exchanges in front of the class. Correct the pronunciation, if necessary.
- If there is enough time, ask some pupils to talk about their future activities, using the language they have learnt.

4 Listen and number.



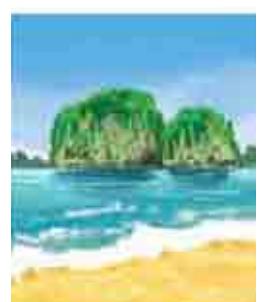
a



b



c



d

5 Write about you.



1. Where will you be tomorrow?

2. What will you do?

6 Let's play.



Questions and answers



Warm-up: Spend a few minutes revising the previous lesson by playing *Pass the secret!*, using the questions and answers pupils have learnt. Follow the procedure in *Games in Introduction*. You may ask some pupils to say where they will be and what they will do in the future.

4. Listen and number.

- Tell the class that they are going to listen and number the pictures.
- Ask them to look at the pictures and identify the place and the activities. Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to number the pictures.
- Get pupils to swap their answers before checking as a class.

Key: a 2 b 3 c 4 d 1

Audio script

1. Dad: Mai, would you like to go away this weekend?	2. Mai: What will we have for breakfast?
Mai: Yes, please. Where will we go?	Dad: I think we'll have seafood and noodles.
Dad: To Ha Long Bay.	Mai: OK! I love seafood.
Mai: Oh, good!	4. Mai: When will we explore the caves, Dad?
3. Mai: Will we take a boat around the islands, Dad?	Dad: Not now, we'll do it later.
Dad: Yes, we will.	Mai: Oh ... OK. Then I'll go for a swim in the sea.
Mai: When will we do it?	Dad: Good idea. Your mum and I will go for a swim, too.
Dad: I think we'll do it in the afternoon.	

5. Write about you.

- Tell the class that they are going to write about themselves.
- Ask pupils to read the questions and write the answers. Get them to work in pairs, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play *Questions and answers*.
- Prepare pieces of paper on which some places are written (e.g. *in the mountains*, *by the sea*, *on the beach*) and put them into a box.
- Put pupils into groups of three. Invite two groups to the front of the class. Group 1 should draw a piece of paper from the box and say *We'll be in/at/by ...* Group 2 should ask *What will you do there?* Group 1 then answers *We'll ...* After that, the two groups swap their roles. When they finish, invite other groups to continue the game. The group that cannot answer the question correctly is out. The game ends when only one group is left and they're the winners.

Lesson 3

1 Listen and repeat.



'seaside

'islands

'countryside

They'll be at the 'seaside on Sunday.

She'll visit the 'islands on Monday.

The boys will be in the 'countryside next month.

2 Listen and circle a or b. Then say the sentences aloud.



1. I think I'll visit the _____ tomorrow.

a. mountains b. islands

2. We'll go for a picnic _____.

a. at the seaside b. in the countryside

3. They'll be in the _____ next week.

a. city b. countryside

3 Let's chant.



Where will you be this weekend?

Where will you be this weekend?
I think I'll be in the countryside.
What will you do there?
I think I'll have a picnic.

Where will you be next week?
I think we'll be at the seaside.
What will you do there?
I think we'll visit the islands.

Warm-up: Spend a few minutes revising the previous lesson by getting two groups of pupils to play *Questions and answers* or having the class do a dictation, using the words learnt in the previous lesson.

1. Listen and repeat.

- Tell pupils that they are going to practise pronouncing two- and three-syllable words with the stress on the first syllable: 'seaside, 'islands and 'countryside.
- Put the words 'seaside, 'islands and 'countryside on the board. Play the recording for pupils to listen. Then play the recording again for them to repeat the sentences.
- Do choral and individual repetition of the words and sentences until they feel confident.
- Get some pupils to say the words and sentences. Correct the pronunciation, if necessary.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen to the recording and circle a or b to complete the sentences.
- Give pupils a few seconds to read the sentences in silence before playing the recording for them to do the task.
- Have them listen to the recording and do the task independently. Go around and offer help, if necessary.
- Have pupils swap their answers before checking as a class. Then ask them to read the completed sentences aloud.

Key: 1 b 2 a 3 b

Audio script

1. I think I'll visit the islands tomorrow.
2. We'll go for a picnic at the seaside.
3. They'll be in the countryside next week.

3. Let's chant.

- Tell the class that they are going to say the chant *Where will you be this weekend?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording all the way through for pupils to do choral and individual repetition. Show them how to chant and do actions. Invite two groups of four to give a demonstration. One group chants the questions and the other chants the answers.
- Call two groups to the front of the class to chant and do actions. The rest of the class claps their hands along to the rhythm.

4 Read and complete.



Hello, I'm Mai. I'll go to Ha Long Bay with my family next Sunday. It'll be a lot of fun. In the morning, I think my parents will swim in the sea. They love swimming! My brother and I will build sandcastles on the beach. In the afternoon, my mum and dad will sunbathe. My brother and I will play badminton. Then we'll have dinner on Tuan Chau Island. Seafood, I hope!

	Morning	Afternoon	Evening
Mai's parents	<i>will swim in the sea</i>		
Mai and her brother			

5 Write about you.



Hi. My name's _____.

Next Sunday, I think I will be _____.

In the morning, I will _____.

In the afternoon, _____.

In the evening, _____.

6 Project



Interview three classmates about where they will go and what they will do next weekend.

7 Colour the stars.



Now I can ...

- ask and answer questions about future activities.
- listen to and understand texts about future activities.
- read and understand texts about future activities.
- write about my future activities.



Warm-up: Spend a few minutes revising the previous lesson. Get two groups of pupils to go to the front of the class to say the chant *Where will you be this weekend?* and do actions. Ask the rest of the class to chant with them.

4. Read and complete.

- Tell the class that they are going to read the text about Mai and complete the table.
- Get them to read the text and find appropriate information to complete the table, paying attention to what Mai and her family will do in the morning, afternoon and evening. Ask pupils to work in pairs or in small groups.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class. If time allows, ask some pupils to report Mai and her family's activities at Ha Long Bay. (E.g. *Mai's parents will swim in the sea in the morning. They will sunbathe in the afternoon.*)

Key:

	Morning	Afternoon	Evening
Mai's parents	<i>will swim in the sea</i>	<i>will sunbathe</i>	<i>will have dinner on Tuan Chau Island</i>
Mai and her brother	<i>will build sandcastles (on the beach)</i>	<i>will play badminton</i>	<i>will have dinner on Tuan Chau Island</i>

5. Write about you.

- Tell the class that they are going to write about themselves.
- Have pupils work in pairs or in groups to discuss what they will do next Sunday.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.

Key: Answers vary

6. Project

- Tell the class that they are going to interview their classmates about where they will go and what they will do next weekend.
- Each pupil selects three classmates to interview and takes notes.
- When they finish interviewing, select three or four pupils to report the results of their interviews to the class. (E.g. *Xuan will be in the mountains this weekend. She'll go there by bus. She'll play games, sing songs and have lunch with her classmates. It'll be a lot of fun.*)

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

REVIEW

1



1 Listen and tick.



1.



a

b



c



2.



a



b



c

2 Listen and number.



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and my friends*.
- read and identify specific information related to the theme *Me and my friends*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.

1. Listen and tick.

- Tell the class that they are going to listen to two dialogues and tick the correct pictures. Give them a few seconds to look at the pictures.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again for them to listen again, if necessary.

Key: 1 b 2 c

Audio script

1. *Mai:* Hi, Tony. Where are you going so early in the morning?
Tony: I'm going to the park.
Mai: How often do you go there?
Tony: I usually go there every Thursday to do morning exercise.
Mai: Good for you. See you later.

2. *Linda:* Where did you go last summer?
Nam: I went on a trip to the countryside.
Linda: Oh, really? What was the trip like?
Nam: It was good.
Linda: What did you do there?
Nam: I helped my grandparents on the farm.

2. Listen and number.

- Tell the class that they are going to listen to four dialogues and number them.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class.

Key: a 3 b 4 c 1 d 2

Audio script

1. *Nam:* Where are you going next weekend, Tony?
Tony: We're going to Ha Long Bay.
Nam: Oh, that's nice. What will you do there?
Tony: I think we may take a boat around the islands and visit some caves.
Nam: That sounds great!

3. *Linda:* Did you go to the book fair last week?
Mai: Yes, I did. I didn't see you.
Linda: I was on a trip to Ho Chi Minh City.
Mai: Oh, really? How was the trip?
Linda: It was very interesting. I saw a lot of things.

2. *Mai:* I didn't see you at Linda's party. Where were you?
Nam: I visited my grandma in the countryside.
Mai: Oh, how was your grandma?
Nam: She was sick before, but now she's better.
Mai: Oh, I'm happy to hear that.

4. *Phong:* What will you do next Sunday, Mai?
Mai: I don't know. I think I'm going to stay home to help my mother cook.
Phong: I hope you'll enjoy it.

3 Listen and tick Yes (Y) or No (N).



	Y	N
1. Mai often goes to the cinema.	<input type="checkbox"/>	<input type="checkbox"/>
2. Nam went to the countryside.	<input type="checkbox"/>	<input type="checkbox"/>

4 Read and circle a or b.



Linda usually goes to school in the morning. Yesterday, she didn't go to school because it was Sunday. She went shopping with her mother after breakfast. They shopped for food and drink and a lot of things for the family. In the afternoon, the family visited Linda's grandparents in the countryside. The grandparents were very happy to see them. The family enjoyed their day in the countryside and went back home in the evening.

Next week, they will visit Linda's grandparents again.



1. What does Linda usually do in the morning?	a. She does morning exercise. b. She goes to school.
2. Did she go to school yesterday?	a. Yes, she did. b. No, she didn't.
3. Where did she go in the morning?	a. She went shopping. b. She went to the countryside.
4. Where do Linda's grandparents live?	a. In the city. b. In the countryside.
5. When will the family visit Linda's grandparents?	a. Next week. b. Next month.

5 Write about you. Then tell the class.



1. What's your address? _____
2. What's your place like? _____
3. How often do you do morning exercise? _____
4. What did you do last summer? _____
5. What will you do at the weekend? _____

3. Listen and tick Yes (Y) or No (N).

- Tell the class that they are going to listen to two dialogues and tick Yes or No.
- Give them a few seconds to read the statements and guess the answers.
- Play the recording all the way through for pupils to listen. Play it again for them to tick the boxes.
- Get pupils to compare their answers before checking as a class.

Key: 1 N 2 Y

Audio script

1. *Linda:* What do you do in your free time, Mai?

Mai: I usually read books and watch cartoons on TV.

Linda: How often do you go to the cinema?

Mai: Oh, I never go to the cinema. I only watch films on TV.

2. *Tony:* What did you do last weekend, Nam?

Nam: I visited my grandparents.

Tony: Where do they live?

Nam: They live in the countryside.

4. Read and circle a or b.

- Tell the class that they are going to read a text and circle the correct answers.
- Give them time to read the questions and answers in silence. Remind them to underline the key words and phrases in the answers to compare with the information in the passage.
- Get pupils to compare their answers in pairs before checking as a class. Give explanations, if necessary.

Key: 1 b 2 b 3 a 4 b 5 a

5. Write about you. Then tell the class.

- Tell the class that they are going to write sentences about themselves.
- Give them time to read the questions in silence. Check their understanding.
- Get pupils to read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

Short story Cat and Mouse 1

1 Read and listen to the story.  

Do you remember?



1. Read and listen to the story.

- Tell the class that they are going to read and listen to the story.
- Before they listen, ask them to look at the pictures and ask them questions to remind them of the characters. (E.g. *What's the name of the black-and-white cat? What's the name of the white mouse? Can you see the brown cat and the red cat? Who are they? Do you know the grey mouse? Can you remember his name?*)
- Ask them to read the story in silence. Then play the recording all the way through for them to listen and follow in their books.

Audio script

Miu: Hello, I'm Miu and these are my friends, Maurice and Doris.

Maurice: Hello!

Doris: Hello!

Chit: Hello, I'm Chit, and these are my sisters, Mimi and Nini!

Mimi and Nini: Hello!

Chit: Wake up, Jack!

Miu: Hello, Chit.

Chit: Hello, Miu.

Miu: Did you and your family go on holiday?

Chit: Yes, we did.

Miu: Where did you go?

Chit: We went to the beach.

Miu: Did you enjoy it?

Chit: Yes, we did.

Chit: We sat on the beach and swam in the sea.

Chit: What about you? Did you go on holiday?

Miu: Yes. Maurice, Doris and I went to the mountains.

Chit: Did you enjoy it?

Miu: No, we didn't.

Miu: It was cold and it rained all the time.

All: It's nice to be home!

2 Answer the questions.

1. Where did Chit and his family go on holiday?
2. Did they have a good time?
3. Who did Miu go on holiday with?
4. Where did they go?
5. Did they have a good time? Why/Why not?

3 Unscramble these words from the story.

a. dilayoh b. cheab c. lymifa d. stamounin e. derian

4 Read and complete.

A: Where (1) _____ you go on holiday?
B: We (2) _____ to the beach.
A: Did you (3) _____ it?
B: Yes, we (4) _____. It was fun. What about you?
A: We went to the mountains.
B: Did you enjoy it?
A: No, we (5) _____. It rained all the time.

5 Work in pairs. Talk about your last holiday.

6 Read and match.

1. Did you have a good weekend?
2. Where did you go?
3. What did you see?
4. Did your friends go with you?
5. When did you come back?

a. No, they didn't.

b. Yes, we did.

c. Yesterday.

d. We saw some children with their parents.

e. We went to the beach.

2. Answer the questions.

- Tell the class that they are going to read the story again and answer the questions.
- Give them a few seconds to read the story again and check their comprehension.
- Give them a time limit to do the task.
- Ask them to swap and compare their answers before checking as a class.
- Invite a group of seven to act out the story.

Key: 1 They went to the beach.

2 Yes, they did.

3 He went on holiday with Maurice and Doris.

4 They went to the mountains.

5 No, they didn't because it was cold and it rained all the time.

3. Unscramble these words from the story.

- Tell the class that they are going to look at the scrambled letters and write the words.
- Have them look at the scrambled letters and find the words from the story.
- Set a time limit for the task. Give them the first letters of the words if they find the task too difficult.
- Ask pupils to compare their answers before checking as a class.
- Invite a few pairs to read the words aloud.

Key: a holiday b beach c family d mountains e rained

4. Read and complete.

- Tell the class that they are going to read and complete a conversation.
- Give them a few seconds to read it and check their comprehension.
- Give them a time limit to do the task.
- Ask them to compare their answers before checking as a class.
- Invite a few pairs to read the conversation aloud.

Key: 1 did 2 went 3 enjoy 4 did 5 didn't

5. Work in pairs. Talk about your last holiday.

- Tell the class that they are going to write a similar conversation to the one in Activity 4.
- Ask them to work in pairs and give them a time limit to do the task.
- Invite a few pairs to act out their conversation.

6. Read and match.

- Tell the class that they are going to read and match the questions with the answers.
- Have them read the text and check their comprehension.
- Give them a time limit to do the task.
- Ask pupils to compare their answers before checking as a class.
- Invite a few pairs to read the questions and answers aloud.

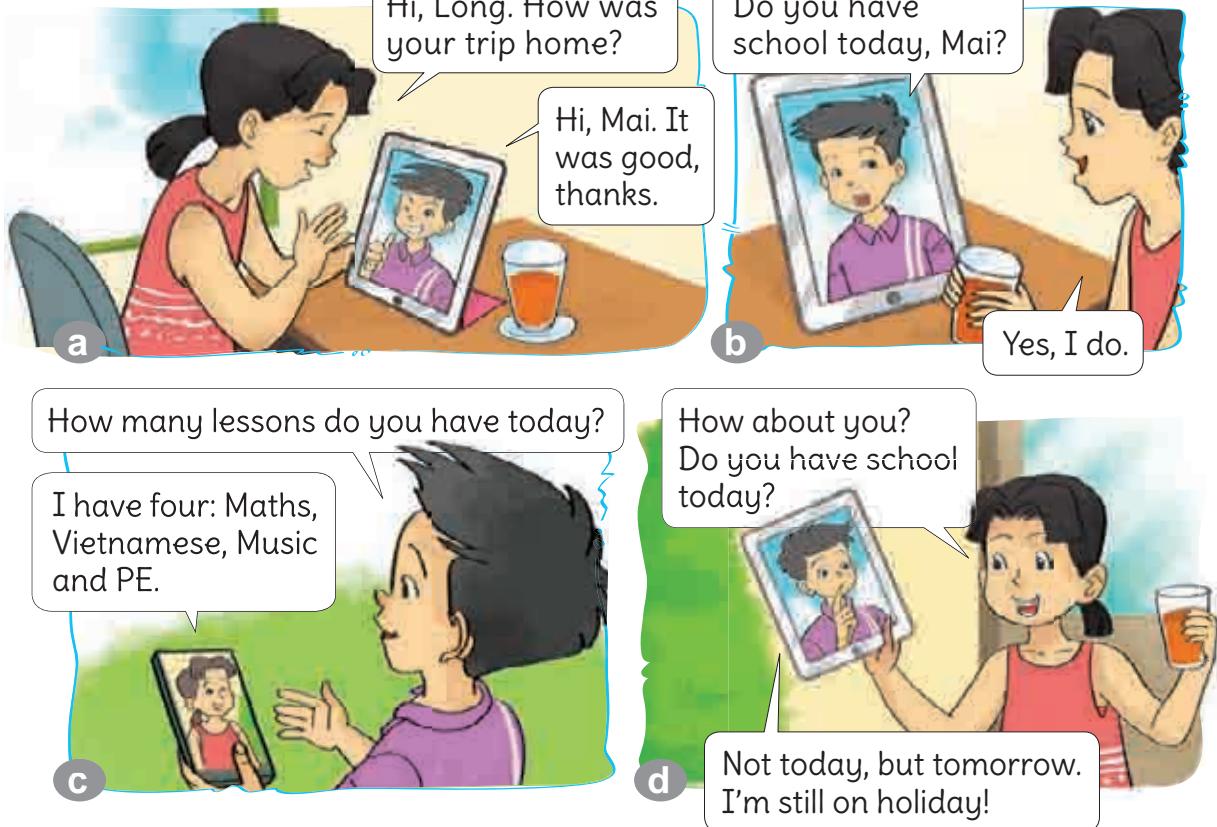
Key: 1 b 2 e 3 d 4 a 5 c

Unit 6

How many lessons do you have today?

Lesson 1

1 Look, listen and repeat.



2 Point and say.



How many lessons do you have today?

I have _____.



	Mon.	Tues.	Wed.	Thurs.	Fri.
Maths	✓	✓	✓	✓	✓
IT	✓				
Science	✓				✓
Art					✓
Music				✓	
Vietnamese	✓	✓	✓	✓	✓
PE			✓		
English	✓	✓			✓

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School lessons*.
- ask and answer questions about school lessons, using *How many lessons do you have today? I have ...*
- ask and answer questions about how often someone has a subject, using *How often do you have ...? I have it + frequency expression*.
- say questions and answers with the correct sentence stress.

Warm-up: Invite a few pupils to role-play the short story in Review 1. Then introduce the new unit by writing *How many lessons do you have today?* on the board and check their comprehension. Explain the word *lesson(s)*. Have pupils repeat the unit title twice.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: *Who's this? Who is he/she talking with? What are they talking about?* (Mai is talking to Long on the Internet. In Picture a, Mai asks Long about his trip home. In Picture b, Mai says she has school today. In Picture c, Long asks *How many lessons do you have today?* and Mai answers *I have four: Maths, Vietnamese, Music and PE*. In Picture d, Long says he doesn't have school today.)
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line. Finally, point to each picture for the class to say the words in each bubble.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about lessons, using *How many lessons do you have today? I have ...*
- Review the names of the lessons with the class.
- Get them to practise the answers before introducing the questions. Point to the timetable for the class to say *I have ...* (E.g. *I have Maths, IT, Science, Vietnamese and English.*)
- Ask the question *How many lessons do you have today?* for the class to answer chorally.
- Have pupils practise the question and answers in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to speak to check their performance. Correct their pronunciation, if necessary.

3 Let's talk.

Ask and answer questions about the lessons you have today.

How many lessons do you have today?

I have _____.

What lessons do you have today?

I have _____.

4 Listen and tick.



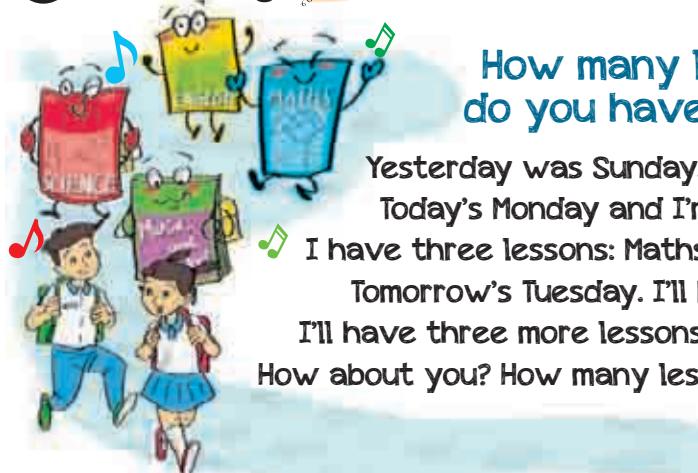
	Long	Minh	Lan
Maths			
Science			
IT			
PE			
Music			
Art			
English			
Vietnamese			

5 Read and complete.

Art
four
lessons
Wednesday
Tuesday

My name is Trung. I'm a new pupil in Class 5B. Today is (1) _____. I have five (2) _____: Maths, Vietnamese, Science, IT and PE. Tomorrow is (3) _____. I'll have (4) _____ lessons: Maths, Vietnamese, Music and (5) _____.

6 Let's sing.



How many lessons
do you have today?

Yesterday was Sunday. It was a holiday.

Today's Monday and I'm back at school.

I have three lessons: Maths, English and Science.

Tomorrow's Tuesday. I'll be at school again.

I'll have three more lessons: Maths, Music and Art.

How about you? How many lessons do you have today?



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about lessons.
- Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations. They can make up the number of lessons they have so that each pair will have different answers. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two pupils to act out the story.

4. Listen and tick.

- Tell the class that they are going to listen to the recording and tick the timetable in their books.
- Ask them to read the names and lessons in the timetable. Then play the recording all the way through for them to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers.

Key: **Long:** Maths, IT and Science

Minh: Science, Music, Art and IT

Lan: Vietnamese, English, Maths, IT and PE

Audio script

1. Long: Hi, Nam.

Nam: Hello, Long. Are you at school now?

Long: Yes, it's break time now.

Nam: Oh, good. How many lessons do you have today?

Long: I have three: Maths, IT and Science. How about you?

Nam: I'm on holiday today.

2. Quan: Hi, Minh.

Minh: Hi, Quan. It's nice to talk to you again. Are you at school?

Quan: Yes. It's break time. And you?

Minh: Yes, it's break time for me too.

Quan: Oh, really? How many lessons do you have today?

Minh: I have four: Science, Music, Art and IT.

3. Nam: Hello, Lan.

Lan: Hello, Nam. How was your trip home?

Nam: It was good, thanks. Do you have lessons today?

Lan: Yes, in the afternoon.

Nam: How many lessons do you have today?

Lan: I have five: Vietnamese, English, Maths, IT and PE.

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with *Art, four, lessons, Wednesday* and *Tuesday*. Give them a few seconds to read. Remind them to focus on the context to select the appropriate words from the box.
- Set a time limit for them to do the task independently.
- Get pupils to compare their answers in pairs before checking as a class.

Key: **1** Tuesday **2** lessons **3** Wednesday **4** four **5** Art

6. Let's sing.

- Tell the class that they are going to sing *How many lessons do you have today?* Have them read the lyrics and teach the unfamiliar words. Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line. When pupils are familiar with the melody, ask them to sing along with the music before having them practise doing actions.
- Invite a group to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



Hi, Akiko. It's nice to talk to you again.



a Nice to talk to you, too, Nam.

Are you at school?



b Yes, I am. It's break time.

Are you at school, too?



No, I'm at home. I'm studying my English lesson.

Good for you. How often do you have English?

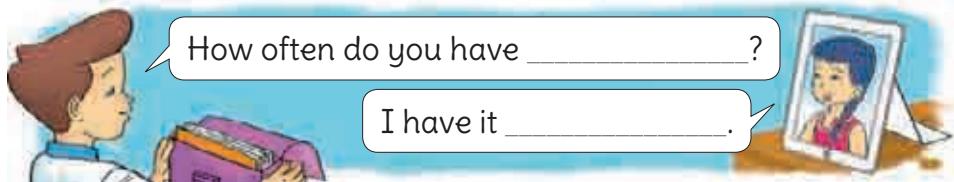


d I have it four times a week.

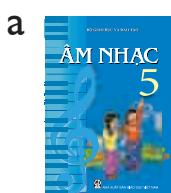
2 Point and say.



How often do you have _____?



I have it _____.



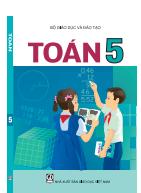
once a week



twice a week



four times a week



every school day

3 Let's talk.



Ask and answer questions about the lessons you have today and how often you have each lesson.

How many lessons do you have today?

I have _____.

How often do you have _____?

I have it _____.

Warm-up: Spend a few minutes having the class sing *How many lessons do you have today?* Then ask them to spell these words: *Akiko, Nam, school, class, have, lessons, today, week, once, twice* and *times*. Have pupils make sentences with the words.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Check comprehension by pointing at each picture to elicit their answers to these questions: *What's his/her name? Who is he/she talking with? What are they talking about?* (In Picture a, Akiko is talking to Nam on the Internet. In Picture b, Nam says he's at school and it's break time. In Picture c, Akiko says she's at home and studying for her English lesson. In Picture d, Nam asks *How often do you have English?* and Akiko answers *I have it four times a week.*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point to each picture for the class to say the words in each bubble.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about how many times they have a lesson in a week, using *How often do you have ...? I have it ...*
- Have them practise the questions, using a substitution drill. Point at each picture for them to say the question. Explain the words under each picture and have pupils repeat them once or twice before practising the answers. Finally, point to each picture and say the question for the class to answer.
- Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the activity.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering the questions in their books. If you want to add variety, you can invite them to imagine they are in different schools and give different answers. Tell them to make their own timetables before practising.
- Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations. Then give feedback.

4 Listen and circle a or b.



1. Mai has English _____.

- a. four times a week
- b. every school day

2. Nam has _____ today.

- a. four lessons
- b. no lesson

3. Akiko is _____ today.

- a. at school
- b. on holiday

4. Quan has Maths _____.

- a. every school day
- b. four times a week

5 Write about you.



1. How many lessons do you have today?

2. What's your favourite lesson?

3. How often do you have your favourite lesson?

4. How often do you have English?

5. Do you like English? Why?/Why not?

6 Let's play.



Slap the board



once a week

twice a week

three times a week

four times a week

every school day

Warm-up: Spend a few minutes having the class revise the story in Activity 1. Invite one or two pairs to act it out.

4. Listen and circle *a* or *b*.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the answers.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class.

Key: 1 a 2 a 3 b 4 a

Audio script

1. Mai: How often do you have English, Akiko?	2. Akiko: How many lessons do you have today, Nam?
<i>Akiko:</i> I have it every day, Mai.	<i>Nam:</i> I have four: Maths, Vietnamese, Music and PE. How about you?
<i>Mai:</i> Do you like English?	How many lessons do you have today?
<i>Akiko:</i> Yes, of course. How about you? How often do you have English?	<i>Akiko:</i> Oh, it's a holiday in Japan today.
<i>Mai:</i> I have it four times a week.	<i>Nam:</i> Great! It's nice to have holidays!
3. Mai: Hello, Akiko. It's nice to talk to you again.	4. Tony: What subject do you like best, Quan?
<i>Akiko:</i> Nice to talk to you, too, Mai. Do you have school today?	<i>Quan:</i> I like Maths. How about you, Tony?
<i>Mai:</i> Yes, but not now. I'll go to school in the afternoon. How about you?	<i>Tony:</i> I like it, too. How often do you have Maths?
<i>Akiko:</i> I'm on holiday. How many lessons do you have today?	<i>Quan:</i> I have it every school day. And you?
<i>Mai:</i> Four: English, Vietnamese, Maths and Art.	<i>Tony:</i> Oh, I have it only four times a week.

5. Write about you.

- Tell the class that they are going to write about their lessons. Have pupils read the questions and check their understanding.
- Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.
- Get pupils to swap and read their writing before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play *Slap the board*. Practise the names of the subjects and the frequency expressions with them first. Display the pictures on the board as in the Student's Book. Then ask two groups of four pupils to stand at the board. Call out the subjects or frequency expressions for the groups to slap. The slower group is out and the quicker group will play against a new group. The team that stays in the game until the end is the winner.
- Have the class make sentences with the names of the subjects and the frequency expressions.

Lesson 3

1 Listen and repeat.



'How many 'lessons do you 'have to 'day?

I 'have 'four.

'How many 'crayons do you 'have?

I 'have 'five.

'How many 'books do you 'have?

I 'have 'six.

'How many 'copybooks do you 'have?

I 'have 'seven.

2 Listen and circle a or b. Then say the sentences aloud.



1. How many _____ do you have?

a. books b. copybooks

I have _____.

a. two b. six

2. How many _____ do you have?

a. crayons b. lessons

I have _____.

a. four b. five

3 Let's chant.



How often do you have ...?

How many lessons do you have today?

I have four:

English, Science, Music and Vietnamese.

How often do you have English?

Four times a week.

How often do you have Science?

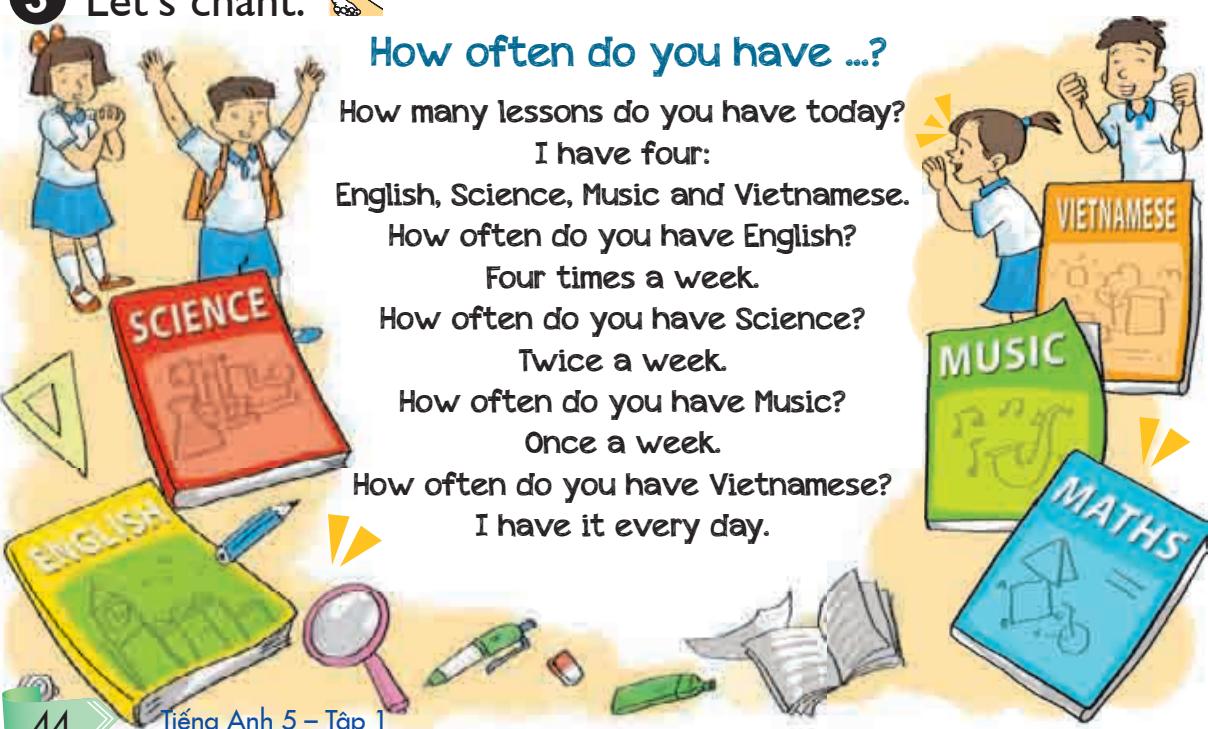
Twice a week.

How often do you have Music?

Once a week.

How often do you have Vietnamese?

I have it every day.



Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to ask and answer the questions in Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying questions and answers with the correct sentence stress.
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.

Language note: The words which are usually stressed in sentences are *nouns, verbs, adjectives* and *adverbs*. Sometimes, words such as *this, that, these, those* and other words are stressed when the speaker wants to emphasize particular information.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 a, b 2 b, a

Audio script

1. How many books do you have?
I have six.
2. How many lessons do you have?
I have four.

3. Let's chant.

- Tell the class that they are going to say the chant *How often do you have ...?* Have them read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.
- Put the class into two groups to practise chanting the questions and answers respectively.
- Have them practise saying the chants and doing actions in groups.
- Invite two or three groups to say the chant and do actions.

4 Read and complete.



My name's Mai. I'm in Class 5B, Nguyen Du Primary School. My school year started in August. I go to school every day except Saturday and Sunday. I have four lessons a day. Today is Wednesday. I have Maths, Vietnamese, Music and English. I have Maths and Vietnamese every schoolday. I have Music once a week and English four times a week.

1. Mai's school started in _____.

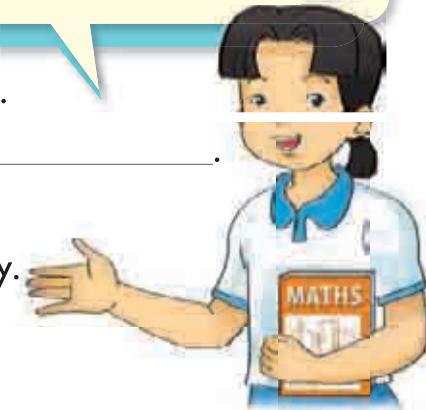
2. She goes to school every day except _____.

3. She has _____ lessons a day.

4. She has _____ on Wednesday.

5. She has Music _____.

6. She has English _____.



5 Write about your school and lessons.



My school started in _____.

I go to school _____.

I have _____ lessons a day. I have _____

on Wednesday. I have Music _____.

I have English _____.

6 Project



Write a letter to a pen friend to talk about your timetable.

7 Colour the stars.



Now I can ...

- ask and answer questions about school lessons.
- listen to and understand texts about school lessons.
- read and understand texts about school lessons.
- write about my timetable.



Warm-up: Spend a few minutes having the class say the chant *How often do you have ...?*

4. Read and complete.

- Tell the class that they are going to read the passage and complete the sentences.
- Get them to read the sentences and guess the answers before looking for the relevant information in the reading passage.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils compare their answers before checking as a class.

Key: 1 August 2 Saturday and Sunday 3 four
4 Maths, Vietnamese, Music and English 5 once a week 6 four times a week

5. Write about your school and lessons.

- Tell the class that they are going to write about their school and lessons.
- Give them time to read the gapped text and write the first draft.
- Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.
- Remind them about punctuation and when to use capital letters.
- Get them to work in pairs and swap to read what they have written before inviting two or three pupils to read their writing aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to write a letter to a pen friend to talk about their timetables.
- Get pupils to work in pairs or groups to discuss what they should include in their letters.
- Set a time limit for them to do the task.
- Invite a few pairs/groups to read their letters to the class and give feedback.

Suggested answer:

Dear Yumi,

Thanks for your beautiful photo of Tokyo. You look great in the photo. Today is Friday. I have three lessons: Maths, Vietnamese and English. I have Maths and Vietnamese every school day. I have English four times a week. I like English very much because I can use it to write to you!

Tell me about your timetable and your favourite lesson.

Best wishes,

Ha

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



How often do you have English, Mai?



a

I have it four times a week.

Do you have English today?



b

Yes, I do.

How do you practise reading?



c

I read English comic books.

How do you learn vocabulary?



d

I write new words in my notebook and read them aloud.

2 Point and say.



How do you practise _____?



I _____.

a



speak English/
speak English every day

b



listen to English/
watch English cartoons
on TV

c



write English/
write emails to my friends

d



read English/
read short stories

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *How do you learn English?*
- ask and answer questions about how someone learns English, using *How do you practise ...? I ...*
- ask and answer questions about the importance of learning English, using *Why do you learn English? Because I want to ...*
- say questions and answers with the correct sentence stress.

Warm-up: Have the class talk about their timetables from Unit 6, Lesson 3, Activity 6. Get pupils to point at the timetables and say what classes they have. Introduce the new lesson by writing the title *How do you learn English?* on the board and have the class repeat it once or twice.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: *Who are they? What are they talking about? How often does Mai have English? Does she have English today? How does she practise reading?* (In Picture a, Tom asks Mai how often she has English and she says she has it four times a week. In Picture b, Mai says she has English today. In Picture c, Tom asks *How do you practise reading?* and Mai answers *I read English comic books.* In Picture d, Tom continues to ask *How do you learn vocabulary?* and Mai answers *I write new words in my notebook and read them aloud.*)
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about how someone learns English, using *How do you practise ...? I ...*
- Have pupils look at the pictures and read aloud the phrases under each picture.
- Remind them of the use of *practise reading/speaking/listening/writing.*
- Point at each picture and introduce the question *How do you practise ...?* for pupils to practise saying the complete question, using the information under each picture. Then point at each picture, asking the question for the class to answer.
- Have pupils practise asking and answering the questions in pairs. Then invite one or two pairs to speak to check what they have done.

3 Let's talk.

Ask and answer questions about how you learn English.

How often do you have English?

I have English _____ times a week.

Do you have English today?

Yes, I do. No, I don't.

How do you practise _____?

I _____.

4 Listen and tick.

1



a

b

c

2



a

b

c

3



a

b

c

4



a

b

c

5 Read and complete.

hobby singing writes because speaks

Trung is a newcomer in Class 5B. Today, he's happy (1) _____ he has two English lessons. To practise speaking English, he (2) _____ it every day with his friends. To learn vocabulary, he (3) _____ new words and reads them aloud. He also learns English by (4) _____ English songs. His (5) _____ is singing English songs!

6 Let's sing.



How do you learn English?

How do you learn English?

How do you practise speaking?

I speak to my friends every day.

How do you practise reading?

I read English comic books.

How do you practise writing?

I write emails to my friends.

And how do you practise listening?

I watch English cartoons on TV.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about how someone learns English.
- Get pupils to work in pairs to ask and answer the questions in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their conversations in front of the class. Then give feedback.

Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs to ask and answer questions about how they learn English, using *How do you practise ...? I ...*

4. Listen and tick.

- Tell the class that they are going to listen to the recording and tick the correct pictures.
- Ask them to look at the pictures to identify the characters and what they do to practise English.
- Play the recording all the way through for pupils to listen and tick the pictures. Play it again for them to complete the task. Monitor the activity and offer help, if necessary.
- Get them to compare their answers before checking as a class. Play the recording again to confirm the answers.

Key: 1 b 2 c 3 a 4 b

Audio script

1. Linda:	How do you practise listening, Nam?	2. Linda:	How do you learn English, Mai?
Nam:	I watch English cartoons on TV.	Mai:	I sing English songs.
3. Linda:	How do you practise reading, Trung?	4. Linda:	How do you learn vocabulary, Quan?
Trung:	I read English comic books.	Quan:	I write new words in my notebook and read them aloud.

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with *hobby, singing, writes, because* and *speaks*.
- Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words. Give the meaning of *newcomer*.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 because 2 speaks 3 writes 4 singing 5 hobby

6. Let's sing.

- Tell the class that they are going to sing *How do you learn English?* Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask pupils to do choral repetition line by line.
- When pupils are familiar with the melody, ask the class to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



What foreign language do you have at school?



a

English. What about you, Akiko?

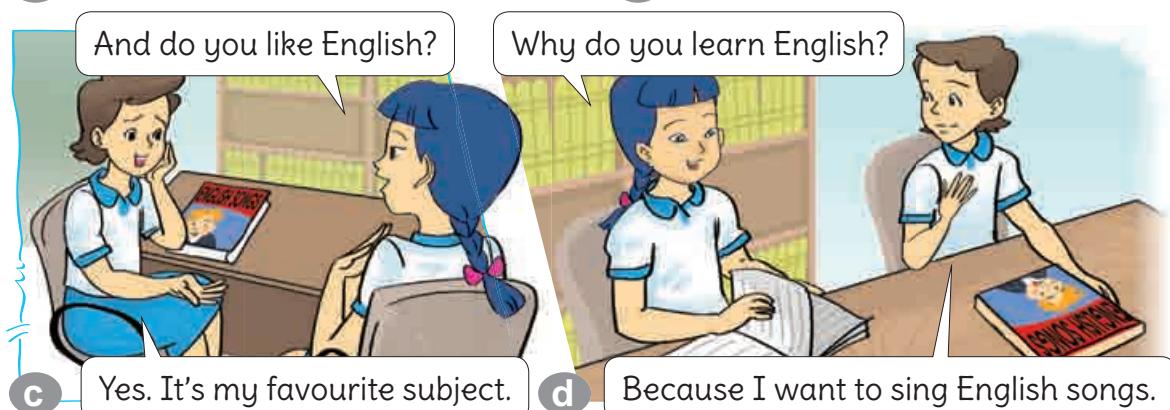
b

I have French.

Oh, really?

And do you like English?

Why do you learn English?



c

Yes. It's my favourite subject.

d

Because I want to sing English songs.

2 Point and say.



Why do you learn English?



Because I want to _____.

a



watch English
cartoons on TV

b



read English
comic books

c



talk with my
foreign friends

3 Let's talk.



Ask and answer questions about how and why you learn English.

How do you learn English?

Why do you learn English?

I _____.

Because I want to _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing *How do you learn English?*

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture and eliciting their answers to these questions: *Who are they? What are they talking about? What foreign language does Hoa study at school? Does she like English? Why does she learn English?* (Akiko and Hoa are talking in the library. In Pictures a and b, Hoa says she has English at school and Akiko says she has French. In Picture c, Hoa says English is her favourite subject. In Picture d, Akiko asks *Why do you learn English?* and Hoa answers *Because I want to sing English songs.*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line chorally.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about the importance of learning English, using *Why do you learn English? Because I want to ...*
- Point at each picture and ask the class *Why do you learn English?* for them to answer, using the prompts under each picture.
- Ask pupils to work in pairs: one asks the question and the other answers it.
- Invite one or two pairs to perform the activity.

3. Let's talk.

- Tell the class that they are going to practise talking about how and why they learn English, using *How do you learn English?* and *Why do you learn English?*
- Get pupils to work in pairs. Remind them to use the questions in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to ask and answer questions about how and why they learn English in front of the class. Then give feedback.

4 Listen and number.



a



b



c



d

5 Write about you.



1. How do you practise speaking English? _____
2. How do you practise reading English? _____
3. How do you practise writing English? _____
4. How do you learn English vocabulary? _____
5. Why do you learn English? _____

6 Let's play.



How do I learn English? (Charades)



Warm-up: Spend a few minutes revising the previous lesson by having a few pairs of pupils ask and answer questions about the importance of learning English, using *Why do you learn English? Because I want to ...*

4. Listen and number.

- Tell the class that they are going to listen and number the pictures.
- Ask them to look at the pictures and identify the characters and their activities.
- Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.
- Get them to compare their answers before checking as a class.
- Play the recording a third time to confirm the answers.

Key: a 2 b 4 c 1 d 3

Audio script

1. Tony: You speak English very well! Hoa: Thank you, Tony.	2. Tony: How do you learn English vocabulary? Nam: I write new words and read them aloud.
Tony: How do you practise speaking? Hoa: I speak English with my foreign friends every day.	Tony: Why do you learn English? Nam: Because I want to sing English songs.
3. Tony: How do you practise listening? Mai: By watching English cartoons on TV.	4. Tony: How do you practise reading? Quan: I often read English comic books.
Tony: Do you understand this cartoon? Mai: Yes, I do.	Tony: Why do you learn English? Quan: Because I want to read English comic books.
Tony: That's great! Well done. Mai: Thank you.	

5. Write about you.

- Tell the class that they are going to write answers to the questions about how they practise English and why they learn it.
- Have them read the questions and check their understanding.
- Set a time limit for pupils to do the writing independently. Monitor the activity and offer help, if necessary.
- Get pupils to swap and read their writing before inviting one or two pupils to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play *How do I learn English?* Remind them how to play *Charades*, a guessing game using movements and facial expressions to indicate words. Call on one or two pupils to demonstrate the game. Make sure pupils understand how to play it.
- Divide the class into two teams. Show the first team a word. One pupil of this team must act it out. If the second team guesses the word correctly, they get a point. Then let the second team act out a word while the first team guesses. Put all the words used in the game on the board.
- Set a time limit for pupils to play the game. The team with more points at the end of the game wins.
- Have the class make sentences with the words on the board.

Lesson 3

1 Listen and repeat.



'How do you 'practise 'speaking?	I 'speak 'English 'every 'day.
'How do you 'practise 'reading?	I 'read 'English 'comic 'books.
'How do you 'practise 'writing?	I 'write 'emails to my 'friends.
'Why do you 'learn 'English?	Be'cause I 'want to 'sing 'English 'songs.

2 Listen and circle a or b. Then say the sentences aloud.



1. I learn English by _____.
a. speaking it every day b. talking with my friends

2. Mai learns English by _____.
a. reading comic books b. singing English songs

3. Nam learns English by _____.
a. writing emails to his friends b. watching cartoons on TV

4. We learn English because we want to _____.
a. read comic books b. talk with our foreign friends

3 Let's chant.



How do you learn English?

How do you practise speaking?

By speaking English every day.

How do you practise reading?

By reading comic books.

How do you practise listening?

By watching English cartoons on TV.

How do you practise writing?

By writing emails to my friends.

Why do you learn English?

Because I want to sing English songs.

Warm-up: Spend a few minutes revising the previous lesson by inviting some pupils to read their answers to Lesson 2, Activity 5 aloud.

1. Listen and repeat.

- Tell the class that they are going to practise saying the sentences, paying attention to sentence stress.
- Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the sentences twice.

2. Listen and circle **a** or **b**. Then say the sentences aloud.

- Tell the class that they are going to listen to the recording and circle **a** or **b** to complete the sentences.
- Give them a few seconds to read the sentences in silence.
- Play the recording for pupils to listen and do the task. Then play it again for them to check the answers.
- Get them to compare their answers in pairs before checking as a class.
- Ask the class to read the completed sentences aloud.

Key: 1 b 2 a 3 a 4 b

Audio script

1. I learn English by talking with my friends.
2. Mai learns English by reading comic books.
3. Nam learns English by writing emails to his friends.
4. We learn English because we want to talk with our foreign friends.

3. Let's chant.

- Tell the class that they are going to say the chant *How do you learn English?* Have pupils read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat it line by line.
- Put the class into two groups to practise chanting once or twice.
- Have pupils practise saying the chant and doing actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps their hands along to the rhythm.

4 Read and tick True (T) or False (F).



My name is Mai. I love reading English comic books. When I see a new word, I try to guess its meaning. I write the word in my notebook and say it a few times. I often stick new words on my bedroom walls and practise reading them aloud. I learn to speak English by talking with my foreign friends in my free time. My friend Akiko is good at English. She usually practises listening by watching cartoons on TV. She learns to write by writing emails to me every day. We are happy because we can understand each other. English is necessary for communication.



1. Mai tries to guess the meaning of a word while she reads.
2. Mai often learns to speak English by herself.
3. Akiko usually practises listening by watching cartoons on TV.
4. Akiko learns to write English by writing emails to Mai every day.
5. They like learning English because it is necessary for their studies.

T
F

5 Write about how your friend learns English.



My friend is _____.

He/She learns to read English by _____.

He/She learns vocabulary by _____.

He/She learns English because _____.

6 Project



Discuss how you practise listening, speaking, reading and writing English.

7 Colour the stars.



Now I can ...

- ask and answer questions about how and why someone learns English.
- listen to and understand texts about how and why someone learns English.
- read and understand texts about how and why someone learns English.
- write about how your friend learns English.



Warm-up: Spend a few minutes having the class say the chant *How do you learn English?* and do actions.

4. Read and tick True (T) or False (F).

- Tell the class that they are going to read the text about how and why Mai and Akiko learn English, and tick *T* or *F*.
- Give them a few seconds to look at the picture and ask: *Who's this? What's she doing? How does she learn English?*
- Explain the meaning of *understand each other*.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils compare their answers before checking as a class.

Key: 1 T 2 F 3 T 4 T 5 F

5. Write about how your friend learns English.

- Tell the class that they are going to write about how their friends learn English.
- Give them time to read and complete the gapped sentences, using information about their friends.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Remind pupils to use the structure *learn ... by -ing ...* in their writing.
- Get them to read their writing in pairs before inviting some pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to work in groups of three and discuss how they practise listening, speaking, reading and writing English.
- Ask pupils to copy the table below and then take notes.

How do we learn English?

Name	How we learn to listen	How we learn to speak	How we learn to read	How we learn to write
1.				
2.				
3.				

- Get one or two pupils to report their results to the class.
- If there is not enough time, give the activity as homework. Have pupils report their results in the next class.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



2 Point and say.

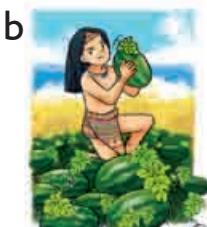


What are you reading?

I'm reading _____.



The Fox and the Crow



The Story of Mai An Tiem



Aladdin and the Magic Lamp



Snow White and the Seven Dwarfs

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Favourite books*.
- ask and answer questions about what story/book someone is reading, using *What are you reading? I'm reading ...*
- ask and answer questions about what the character in a story is like, using *What's ... like? He's/She's ...*
- say questions and answers with the correct sentence stress.

Warm-up: Have pupils report the results of their discussion for Unit 7, Lesson 3, Activity 6. Then get them to play *Slap the board*, using these words: *book, read, favourite, story, like, hobby and name*. Introduce the new lesson by writing the title on the board and have pupils say it aloud.

1. Look, listen and repeat.

- Tell the class that they are going to read a story about Tony and Peter.
- Ask pupils to look at the pictures to identify the characters and the language in the bubbles. Ask them questions such as *Who are they? Where are they? What are they doing?* (Tony and Peter are in their classroom. In Picture a, Tony asks Peter to play chess with him. In Pictures b and c, Tony and Peter talk about the book that Peter's reading. In Picture d, a black cat is standing on the window sill and the boys are frightened.) Explain the meaning of the new words.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.
- Check their understanding of the story.

Language note: Halloween is a festival observed in some Western countries. It falls on 31 October. Children and adults attend costume parties, make lanterns out of big pumpkins, tell scary stories to each other, watch horror films, etc. People also light bonfires to ward off evil spirits and ghosts.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what book someone is reading, using *What are you reading? I'm reading ...*
- Have pupils look at the pictures to identify the books/stories. Teach them how to say the titles of the books/stories. Explain the meaning of the new words. Ask them if they have read these stories. If not, briefly tell them the main points of the stories.
- Get the class to practise saying what they are reading, using the titles under the pictures. (E.g. *I'm reading The Fox and the Crow.*)
- Point to the first picture and introduce the question *What are you reading?* for the class to answer *I'm reading The Fox and the Crow*. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary. Select some pairs to role-play the dialogues in front of the class.

Language note: Remind pupils that the first letters of words in book/story titles are normally in capital letters. Sometimes, articles, prepositions and conjunctions are in lower case: *Snow White and the Seven Dwarfs*.

3 Let's talk.

Ask and answer questions about the book/story you are reading.

Do you read books in your free time?

Yes, _____.

No, _____.

What are you reading now?

I'm reading _____.

What's your favourite book/story?

It's _____.

4 Listen and tick.

	<i>Aladdin and the Magic Lamp</i>	<i>The Fox and the Crow</i>	<i>The Story of Mai An Tiem</i>	<i>Snow White and the Seven Dwarfs</i>
 Nam				
 Mai				
 Linda				
 Tom				

5 Read and complete.

snow

like

reading

free

seven

Quan: What do you do in your (1) _____ time?

Linda: I read a lot. I like fairy tales.

Quan: I see. What are you (2) _____ now?

Linda: (3) _____ White and the (4) _____ Dwarfs.

What about you? Do you like fairy tales?

Quan: No, I don't. I (5) _____ reading short stories.

Linda: What are you reading now?

Quan: A Halloween story.

6 Let's play.

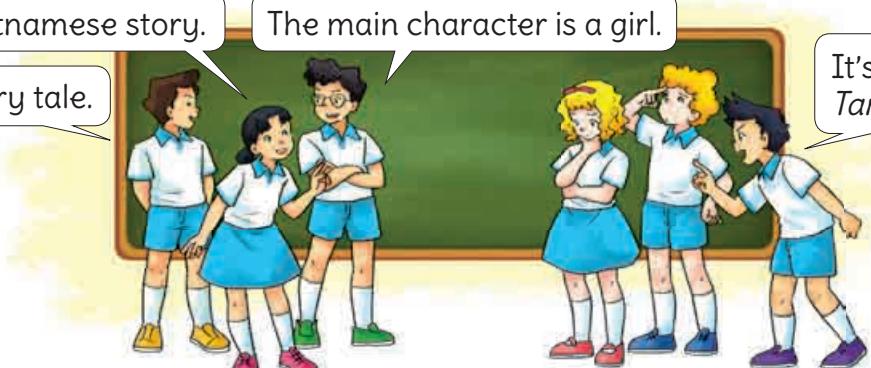
The Guessing Game

It's a Vietnamese story.

The main character is a girl.

It's a fairy tale.

It's *The Story of Tam and Cam*!



3. Let's talk.

- Tell the class that they are going to practise asking and answering questions about what book they are reading.
- Get pupils to work in groups of four and use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate their dialogues in front of the class. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting some pairs to act it out in front of the class.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct answers.
- Ask them to identify the characters and the titles of the stories. Check their understanding.
- Play the recording all the way through for the class to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class.

Key: **Nam:** *The Fox and the Crow*

Mai: *Aladdin and the Magic Lamp*

Linda: *Snow White and the Seven Dwarfs*

Tom: *The Story of Mai An Tiem*

Audio script

1. Tony: Hi, Nam. What do you do in your free time?	2. Tony: Hi, Mai. What are you doing this weekend?
Nam: I like reading stories.	Mai: I'm going to stay at home and finish my book.
Tony: What are you reading at the moment?	Tony: What are you reading?
Nam: I'm reading <i>The Fox and the Crow</i> .	Mai: <i>Aladdin and the Magic Lamp</i> .
3. Tony: Hi, Linda. What are you reading?	4. Tony: Hi, Tom. What are you reading?
Linda: I'm reading my favourite book again.	Tom: <i>The Story of Mai An Tiem</i> .
Tony: What's the name of the book?	Tony: Do you like it?
Linda: <i>Snow White and the Seven Dwarfs</i> .	Tom: Yes, I think it's my favourite story.
Tony: Why are you reading it again?	
Linda: Because it's so interesting!	

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with *snow*, *like*, *reading*, *free* and *seven*. Give them a few seconds to read the text.
- Set a time limit for them to do the task independently.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed conversation aloud.

Key: **1** free **2** reading **3** Snow **4** Seven **5** like

6. Let's play.

- Tell pupils that they are going to play *The Guessing Game* to find out the titles of some famous books/stories for children. Follow the procedure in *Games in Introduction*.
- Divide the class into two groups. One group says three to five sentences (one by one) about a story as clues to help the other group guess what story it is. The group gets one point if they can guess the story correctly with one sentence, and two points with two sentences, and so on. The group with the fewest points at the end of the game wins.
- Each group takes turns giving the clues or guessing. The one that gets more points wins.

Lesson 2

1 Look, listen and repeat.



What are you reading, Quan?



Who's the main character?

A boy ...
Aladdin.

Aladdin and the
Magic Lamp.

a

b

What's he like?

I think he's
generous.

May I borrow the book?

c

d

Yes. You can have it when I finish it.

2 Point and say.



What's _____ like?



He's/She's
_____.

a



An Tiem/
hard-working

b



Snow White/
kind

c



The Fox/
clever

d



Tam/
gentle

3 Let's talk.



Ask and answer questions about your favourite book/story.

Do you like fairy tales/comic books/short stories? Yes, _____. No, _____.

What book/story are you reading? I'm reading _____.

What's the main character like? He's/She's _____.

Do you like him/her? Yes, _____. No, _____.

Warm-up: Spend a few minutes having the class play *Bingo*, using the titles of books/stories learnt in Lesson 1. Then ask pupils to ask and answer questions about what they are reading, using *What are you reading? I'm reading ...*

1. Look, listen and repeat.

- Tell the class that they are going to read about Mai and Quan. Ask them to look at the pictures, listen and repeat the lines in the bubbles.
- Point to the pictures and ask these questions: *Who are they? Where are they? What are they doing?* (Mai and Quan are at school. In Picture a, Mai asks Quan what he's reading and he answers *Aladdin and the Magic Lamp*. In Picture b, Quan says the main character is a boy called Aladdin. In Picture c, Mai continues to ask *What's he like?* and Quan answers *I think he's generous*. In Picture d, Quan says Mai can borrow the book when he finishes it.)
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what the character of a book/story is like, using *What's ... like? He's/She's ...*
- Have pupils look at the pictures and teach them to say the words under each picture. Get them to practise the question *What's ... like?* using the names under the pictures. Then have them practise saying the answers, using the given adjectives.
- Point to the first picture and ask *What's An Tiem like?* for the class to answer *He's hard-working*. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about books/stories they like reading.
- Get them to work in pairs, using the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to act out their exchanges in front of the class. Then give feedback.

4 Listen and write one word in each blank.



1. What's Tam in *The Story of Tam and Cam* like? She's _____.
2. What's Doraemon like? He's _____.
3. What are the Seven Dwarfs like? They're short and _____.
4. What's An Tiem like? He's clever and _____.

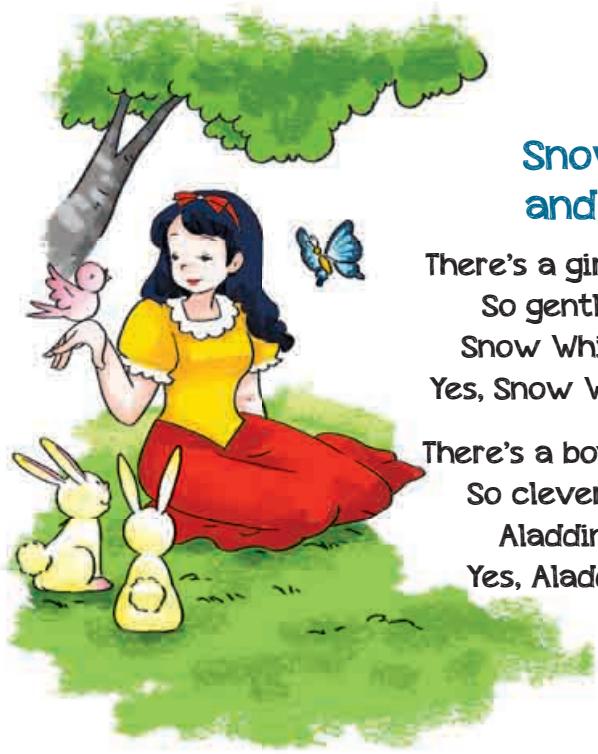
5 Number the sentences in the correct order.



- It's a Vietnamese story about two girls.
- She likes reading fairy tales in her free time.
- Their names are Tam and Cam.
- 1 Minh's my classmate.
- Her favourite fairy tale is *The Story of Tam and Cam*.



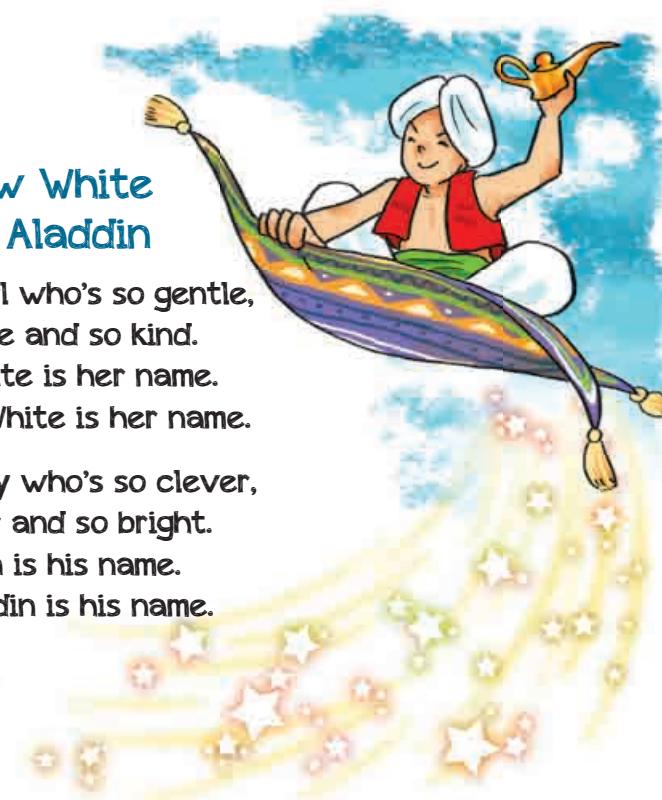
6 Let's sing.



Snow White and Aladdin

There's a girl who's so gentle,
So gentle and so kind.
Snow White is her name.
Yes, Snow White is her name.

There's a boy who's so clever,
So clever and so bright.
Aladdin is his name.
Yes, Aladdin is his name.



Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two pupils to act out the story.

4. Listen and write one word in each blank.

- Tell the class that they are going to listen to Hoa, Phong, Mai and Tony talking about their favourite books/stories. Get pupils to pay attention to the main characters of the books/stories.
- Ask pupils to read the gapped sentences and guess the answers.
- Play the recording for them to listen and complete the sentences.
- Play it again for the class to check their answers. Monitor the activity and offer help, if necessary.
- Get pupils to swap and read their answers in pairs before checking as a class.

Key: 1 kind 2 clever 3 hard-working 4 generous

Audio script

1. Linda: What are you reading, Hoa? Hoa: A fairy tale, <i>The Story of Tam and Cam</i> . Linda: Are Tam and Cam the main characters? Hoa: Yes, they are. Linda: What's Tam like? Hoa: She's kind.	2. Linda: What's your favourite book, Phong? Phong: It's <i>Doraemon</i> . Linda: What's Doraemon like? Phong: He's clever.
3. Linda: Do you like fairy tales, Mai? Mai: Yes, I do. I'm reading <i>Snow White and the Seven Dwarfs</i> now. Linda: What are the dwarfs like? Mai: They're short and hard-working.	4. Linda: What are you reading, Tony? Tony: <i>The Story of Mai An Tiem</i> . I like it very much. Linda: Why do you like it? Tony: Because the main character, An Tiem, is a clever and generous man.

5. Number the sentences in the correct order.

- Tell the class that they are going to number the sentences in the correct order.
- Have them read the sentences and check their understanding.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and read their answers before inviting one or two pupils to read the sentences aloud in the correct order.

Key: 1 Minh's my classmate.
2 She likes reading fairy tales in her free time.
3 Her favourite fairy tale is *The Story of Tam and Cam*.
4 It's a Vietnamese story about two girls.
5 Their names are Tam and Cam.

6. Let's sing.

- Tell the class that they are going to sing *Snow White and Aladdin*. Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for the class to do choral and individual repetition until they get familiar with the melody of the song.
- Play the recording again and get pupils to sing along with the music.
- Divide the class into two groups: one sings the first four lines and the other sings the rest.

Lesson 3

1 Listen and repeat.



'What are you 'reading?

I'm 'reading *The 'Fox and the 'Crow*.

'What's 'Snow 'White 'like?

She's 'kind.

2 Listen and circle a or b. Then say the sentences aloud.



1. What are you reading?

I'm reading _____.

a. *The Fox and the Crow*

b. *Aladdin and the Magic Lamp*

2. What's she reading?

She's reading _____.

a. a fairy tale

b. a funny story

3. What's An Tiem like?

He's _____.

a. hard-working

b. clever

4. What's Aladdin like?

He's _____.

a. generous

b. clever

3 Let's chant.

What are you reading?

What are you reading?
I'm reading the Aladdin story.

What's Aladdin like?

What's he like?

He's clever and he's kind.



What are you reading?

I'm reading the Cinderella story.

What's Cinderella like?

What's she like?

She's beautiful and she's kind.



Warm-up: Spend a few minutes calling some pupils to sing *Snow White and Aladdin*. Have the class listen and clap their hands.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers, paying attention to the sentence stress.
- Put the sentences on the board. Play the recording all the way through for pupils to repeat a few times.
- Do choral and individual repetition of the questions and answers until pupils feel confident.
- Get some pupils to perform the activity. Correct the pronunciation, if necessary.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b*, then say the completed sentences aloud.
- Ask them to read the sentences and guess the answers.
- Play the recording for them to listen and do the task. Monitor the activity and offer help, if necessary.
- Play the recording again for pupils to check their answers.
- Get pupils to compare their answers in pairs before checking as a class.
- Ask the class to read the completed sentences aloud.

Key: 1 a 2 b 3 a 4 b

Audio script

1. What are you reading? I'm reading *The Fox and the Crow*.
2. What's she reading? She's reading a funny story.
3. What's An Tiem like? He's hard-working.
4. What's Aladdin like? He's clever.

3. Let's chant.

- Tell the class that they are going to do the chant *What are you reading?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral and individual repetition. Show pupils how to chant and do actions. Divide the class into two groups: one group says the questions and the other says the answers.
- Invite two groups of four to the front of the class to chant. The rest of the class claps their hands.

4 Read and tick Yes (Y) or No (N).



Tom likes reading. On Sundays, he often stays at home and reads comic books. He likes *Case Closed* very much. It is a Japanese story. The main character is a schoolboy called Jimmy Kudo. He often helps the police. He is good at his job. Jimmy Kudo is Tom's favourite character because he is clever and brave.



1. Tom likes reading books in his free time.
2. *Case Closed* is a Malaysian story.
3. The main character is Jimmy Kudo.
4. Jimmy Kudo is a policeman.
5. Jimmy Kudo is clever and brave.

Y	N
<input type="checkbox"/>	<input type="checkbox"/>

5 Write about your favourite book.



I like reading _____ in my free time.

My favourite book is _____.

The main character is _____.

I like him/her very much because _____.

6 Project



Interview three classmates about their favourite books and characters.

7 Colour the stars.



Now I can ...

- ask and answer questions about favourite books.
- listen to and understand texts about favourite books.
- read and understand texts about favourite books.
- write about my favourite book.



Warm-up: Spend a few minutes revising the chant *What are you reading?* by getting two groups of four to the front of the class to say the chant and do actions. Ask the rest of the class to listen and clap their hands.

4. Read and tick Yes (Y) or No (N).

- Tell the class that they are going to read about Tom's favourite book and tick Yes or No. Explain the meanings of *schoolboy* and *police*.
- Tell pupils to read the five sentences first, then read the passage to look for the information needed. If necessary, get them to work in pairs or groups.
- Give pupils time to do the task. Go around and offer help, if necessary.
- Get them to swap and read their answers in pairs before giving the answers to the class.

Key: 1 Y 2 N 3 Y 4 N 5 Y

5. Write about your favourite book.

- Tell the class that they are going to write about their favourite books.
- Have them read the gapped sentences and think about the words to write. Give enough time for pupils to do the task.
- Get them to swap and read their writing in pairs before asking two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to interview three of their classmates about their favourite books and characters. Ask them to copy the table below and take notes.

Name	Name of book	Main character(s)

- Give them time to do the interviews in class and complete the table.
- Invite some pupils to report their results to the class.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



I didn't see you yesterday.
Where did you go?



Did you see any monkeys?



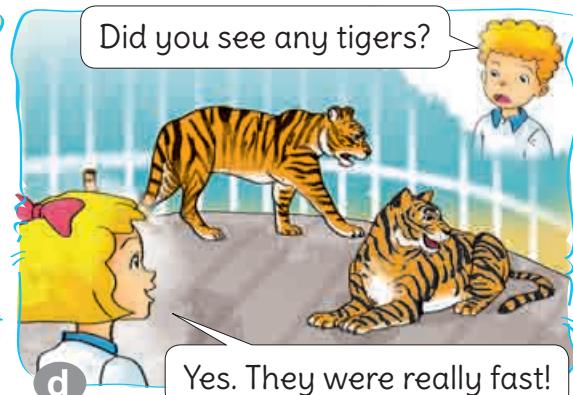
Yes, I did. They were really noisy!

What did you see at the zoo?



I saw a baby elephant and some other animals.

Did you see any tigers?



Yes. They were really fast!

2 Point and say.



What did you see at the zoo?

I saw _____.

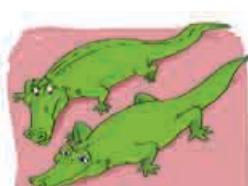


a



pythons

b



crocodiles

c



peacocks

d



gorillas

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Animals at the zoo*.
- ask and answer questions about animals in a zoo, using *What did you see at the zoo? I saw ...*
- ask and answer questions about what animals did in the zoo, using *What did the ... do when you were there? They ...*
- say questions and answers with the correct sentence stress.

Warm-up: Spend a few minutes having the class report the results of their interviews in Unit 8, Lesson 3, Activity 6 and do the chant in Activity 3. Invite two or three groups to say the chant and do actions in front of the class. Then introduce Lesson 1.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit pupils' answers to these questions: *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Linda and Peter are in the school canteen and talking about a school outing to the zoo. In Picture b, Peter asks Linda *What did you see at the zoo?* and Linda answers *I saw a baby elephant and some other animals.* In Picture c, Linda is telling Peter about the noisy monkeys. In Picture d, Peter asks Linda if she saw any tigers.) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about the animals in a zoo, using *What did you see at the zoo? I saw ...*
- Teach the names of the animals and how to say them: *pythons, crocodiles, peacocks and gorillas.* Ask pupils to practise saying the answer *I saw ...*, using the words under the pictures.
- Point at each picture and ask the question for pupils to answer.
- Get pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite two pairs to ask and answer the questions in this section.

3 Let's talk.

Ask and answer questions about the zoo.

When did you go to the zoo?

I went there _____.

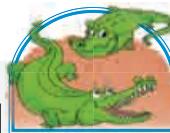
What did you see at the zoo?

I saw _____.

4 Listen and tick.

1. What did Tom see at the zoo?

a

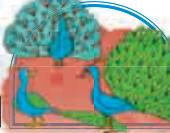


b



2. What did Mai see at the park?

a



b



3. What did Tony see at the circus?

a



b



5 Read and complete.

intelligent gorillas elephants do like

I (1) _____ going to the zoo. My favourite zoo animals are (2) _____. I think the gorillas are very (3) _____. They can (4) _____ a lot of things. I also love (5) _____. They can spray water with their trunks.

6 Let's sing.

What did you see at the zoo?

Where did you go yesterday?

I went to the zoo.

Who did you go with?

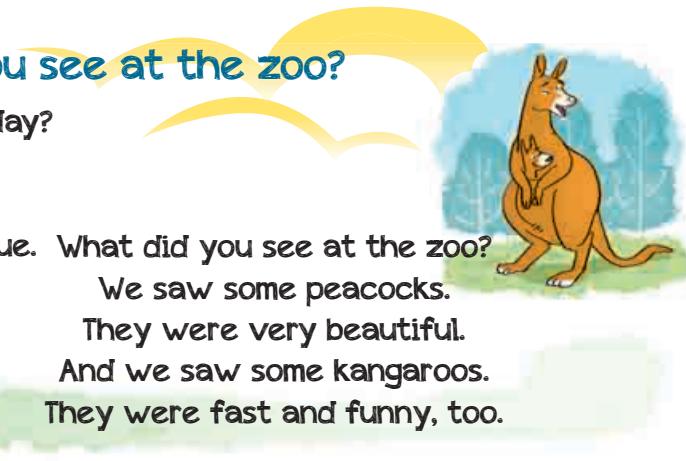
I went with my friend Sue. What did you see at the zoo?

We saw some peacocks.

They were very beautiful.

And we saw some kangaroos.

They were fast and funny, too.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about the animals in the zoo. Get pupils to work in groups of four.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class. Then give feedback. Correct their pronunciation, if necessary.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two or three pairs to act out the story.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct pictures.
- Have pupils read the questions in their books. Check their understanding.
- Play the recording all the way through for them to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers.

Key: 1 b 2 a 3 b

Audio script

1. Akiko: Did you go to the circus yesterday morning?

Tom: No, I didn't. I went to the zoo.

Akiko: What did you see at the zoo?

Tom: I saw some gorillas.

Akiko: Gorillas are very intelligent.

Tom: Are they? They're also very funny.

2. Linda: I didn't see you on Sunday.

Where were you?

Mai: I was at the park. I went
skateboarding.

Linda: What else did you do at the park?

Mai: I saw a lot of peacocks.

Linda: Do you like peacocks?

Mai: Yes, I do.

3. Phong: Do you want to go to the circus?

Tony: No, I don't. I went there last Saturday.

Phong: Great! What did you see?

Tony: I saw some elephants. They played football.

Phong: Really?

Tony: Yes! They played really well. And they were very funny.

Phong: I like elephants. I think I'll go to the circus tomorrow.

5. Read and complete.

- Tell the class that they are going to read and fill the gaps with *intelligent*, *gorillas*, *elephants*, *do* and *like*.
- Set a time limit for pupils to do the task independently.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 like 2 gorillas 3 intelligent 4 do 5 elephants

6. Let's sing.

- Tell pupils that they are going to sing *What did you see at the zoo?* Have them read each line of the lyrics and teach them any unfamiliar words. Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line.
- When they are familiar with the melody, ask the class to sing along with the music. Invite two groups to sing the song and do actions in front of the class: one group sings the questions and the other sings the answers. The rest of the class clap their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



Did you go to the zoo last week, Phong?

What was it like?



a

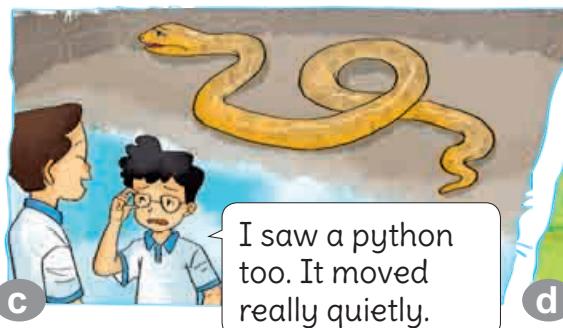
Yes, I did.



b

What did the lions do when you were there?

They roared loudly.



c

I saw a python too. It moved really quietly.



d

And I saw two pandas. They were really cute and did things slowly.

2 Point and say.



What did the _____ do when you were there?



They _____.



a

tigers/
roar loudly



b

peacocks/
move beautifully



c

pythons/
move quietly



d

pandas/
eat slowly

3 Let's talk.



Ask and answer questions about zoo animals.

What are your favourite animals at the zoo?

They're _____.

What did the _____ do when you were there?

They _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *What did you see at the zoo?* Invite a group to do actions in front of the class during the singing.

1. Look, listen and repeat.

- Tell the class that they are going to read a story about Nam and Phong.
- Have them look at the pictures and check their comprehension by pointing at each picture and eliciting their answers to these questions: *What are they talking about? Guess what the pythons/the lions/the pandas did at the zoo.* (Nam and Phong are talking at school. In Picture a, Phong says that he went to the zoo last week and it was great. In Picture b, Nam asks *What did the lions do when you were there?* and Phong answers *They roared loudly.* In Pictures c and d, Phong continues to talk about other animals and says *I saw a python too. It moved really quietly. And I saw two pandas. They were really cute and did things slowly.*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.

2. Point and say.

- Tell the class that they are going to practise the question and answer *What did the ... do when you were there? They ...*
- Revise the past simple forms of the verbs: *roar (roared), move (moved)* and *eat (ate)*, and teach the adverbs. Remind them that adverbs take an *-ly* ending. Have them practise saying the question *What did the ... do when you were there?* with the names of the animals under the pictures.
- Then point to each picture and ask the question for them to practise saying the answer with the verb phrase.
- Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to ask and answer the questions.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering the questions in their books.
- Set a time limit for pupils to do the task.
- Invite a few pairs to act out the exchanges in front of the class. Then give feedback. Correct their pronunciation, if necessary.

4 Listen and circle a or b.



1. What did the gorillas do when Nam was at the zoo?

- a. They moved quickly.
- b. They moved slowly.

2. What did the pandas do when Quan was at the zoo?

- a. They moved slowly and they ate quickly.
- b. They moved quietly and they ate slowly.

3. What did the peacocks do when Phong was at the park?

- a. They ate slowly.
- b. They moved beautifully.

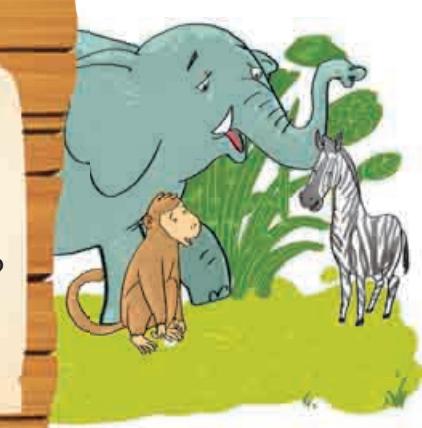
5 Write about your visit to the zoo.



1. When were you at the zoo?

2. What did you see there?

3. What did the animals do when you were there?



6 Let's play.



Animals in action (Charades)

slowly	noisily	quickly
loudly	quietly	beautifully

Example:

A: What did I see at the zoo?

B: You saw the elephants.

A: What did they do there?

B: They walked slowly.



Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and circle *a* or *b*.

- Tell the class that they are going to listen and circle *a* or *b*. Ask them to read the questions and guess the answers. Check their understanding.
- Play the recording all the way through for them to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 a 2 b 3 b

Audio script

1. <i>Nam:</i> I went to the zoo last weekend. <i>Linda:</i> What did you do there? <i>Nam:</i> I took photos of the gorillas for my Science project. <i>Linda:</i> What were the gorillas like? <i>Nam:</i> They moved really quickly.	2. <i>Akiko:</i> Did you visit the zoo last Wednesday? <i>Quan:</i> Yes, I did. I saw some cute pandas. <i>Akiko:</i> What did they do? <i>Quan:</i> Nothing really. They moved around quietly and ate their food slowly.
3. <i>Linda:</i> Where were you yesterday? <i>Phong:</i> I was at the park. <i>Linda:</i> What did you see there? <i>Phong:</i> I saw a lot of peacocks. <i>Linda:</i> I love them. <i>Phong:</i> Me too. They moved so beautifully.	

5. Write about your visit to the zoo.

- Remind the class that they should write about things that really happened to them.
- Have pupils read the questions and check their understanding.
- Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing in pairs before inviting one or two to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell pupils that they are going to play *Charades*.
- Divide the class into Team A and Team B. Stick a large sheet of paper on the board with the following words written on it: *slowly, noisily, quickly, loudly, quietly* and *beautifully*. Explain how the game is played. One pupil of Team A mimes a zoo animal and asks *What did I see at the zoo?* The pupils of Team B answer the question. If the answer is correct, Team B wins one point. Another pupil from Team A mimes an action which that animal does and asks *What did they do there?* Team B gives the answer. If the answer is correct, Team B wins another point. Then it is Team B's turn to mime and ask questions. Set a time limit. The two teams take turns to mime and ask questions. The team that gets more points wins.

Language note: For adjectives ending in *-y*, we change the *-y* into *-i* before adding *-ly* (e.g. *noisy* → *noisily*)

Lesson 3

1 Listen and repeat.



'When did you 'go to the 'zoo?

I 'went there 'yesterday.

'What did the 'tigers 'do when you were 'there?

They 'roared 'loudly.

2 Listen and underline the stressed words. Then say the sentences aloud.



1. What did you see at the zoo?

I saw lots of animals.

2. What did the peacocks do
when you were there?

They moved beautifully.

3 Let's chant.



At the circus

What did you do yesterday?

I went to the circus.

I had a lot of fun.

What did you see?

I saw the animals.

They were playing games.

What did they do?

The monkeys rode bicycles.

The bears played volleyball.

How did the monkeys ride bicycles?

They rode them quickly.

Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to read what they wrote in Lesson 2, Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and the answers. Tell pupils to pay attention to the sentence stress.
- Play the recording all the way through so that they can listen and follow in their books. Play it again for them to repeat all the sentences twice.

2. Listen and underline the stressed words. Then say the sentences aloud.

- Tell the class that they are going to listen and underline the stressed words in each sentence.
- Play the recording for them to listen and follow in their books. Play it again for them to do the task. Go around and offer help, if necessary.
- Have pupils swap and read their answers before checking as a class. Then ask them to read the sentences aloud.

Audio script and key

1. What did you see at the zoo?
I saw lots of animals.
2. What did the peacocks do when you were there?
They moved beautifully.

3. Let's chant.

- Tell the class that they are going to do the chant *At the circus*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them repeat each line of the chant. Divide the class into two groups: one group says the questions and the other says the answers. Then the two groups swap their roles after the first round.
- Set a time limit for pupils to practise saying the chant and doing actions in groups.
- Invite two groups to say the chant and do actions.

4 Read and match.



Dear Tuan,

I went to the zoo with my classmates last Friday. First, we saw the monkeys. They were fun to watch because they jumped up and down quickly. Then we went to see the elephants. They moved slowly and quietly. We also saw the tigers. I liked them very much because they were fast. Next, we saw the peacocks. My classmates liked them because they moved beautifully. In the end, we saw the pandas. They were very cute and did everything slowly. I had a really good time at the zoo. See you soon.

Best wishes,

Phong

1. First,

a. they saw the peacocks.

2. Then

b. they saw the monkeys.

3. Next,

c. they saw the pandas.

4. In the end,

d. they saw the elephants and the tigers.

5 Write about your last visit to the zoo.



I went to the zoo with _____ last _____.

At the zoo, I saw _____.

The _____ and the _____.

I think the animals at the zoo are _____.

6 Project



Draw your dream zoo.

7 Colour the stars.



Now I can ...

- ask and answer questions about animals at the zoo.
- listen to and understand texts about animals at the zoo.
- read and understand texts about animals at the zoo.
- write about my last visit to the zoo.



Warm-up: Spend a few minutes having the class say the chant in Activity 3.

4. Read and match.

- Tell the class that they are going to read the text and match the sentences with *First*, *Then*, *Next* and *In the end*.
- Get them to read the sentences and then read the text to find out their order.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Have them swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.

Key: 1 b 2 d 3 a 4 c

5. Write about your last visit to the zoo.

- Tell the class that they are going to write about their last visit to the zoo.
- Give them time to read and write their answers.
- Set a time limit for them to do the task individually. Monitor the activity and offer help, if necessary.
- Remind them to write the first letter of the word beginning each sentence and the names of people in capital letters, and put commas or full stops in the appropriate places.
- Get pupils to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to draw their dream zoos. Ask them to work in groups of five to discuss what animals to put in their dream zoos and who should draw which animal.
- Set a time limit for them to do the task.
- Have the class display their drawings. Invite one or two groups to talk to the class about their dream zoos.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



I'm looking for Phong.
Where is he?



He's in the gym.

What's he doing there?



I think he's practising
for Sports Day.

When will Sports Day be?



On Saturday.

Will you take part
in Sports Day?



Yes, I will.

2 Point and say.



When will _____ be?



It'll be on
_____.

a



Sports Day/
Saturday

b



Teachers' Day/
Sunday

c



Independence Day/
Thursday

d



Children's Day/
Friday

3 Let's talk.



Ask and answer questions about school events.

When will _____ be?

It'll be on _____.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School events and Future activities*.
- ask and answer questions about school events, using *When will ... be? It'll be on ...*
- ask and answer questions about what someone is going to do/play on Sports Day, using *What are you going to do on Sports Day? I'm going to ...*
- say questions and answers with the correct sentence stress.

Warm-up: Spend a few minutes revising the previous lesson by asking the class to do the chant *At the circus*. Then get some pupils to talk about where they were and what they did the day before.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story. Have pupils look at the pictures. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Mai asks Tony where Phong is and Tony answers Phong is in the gym. In Picture b, Mai asks what Phong is doing there and Tony says he is practising for Sports Day. In Picture c, Mai asks *When will Sports Day be?* and Tony answers *On Saturday*. In Picture d, Tony says he will take part in Sports Day.) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

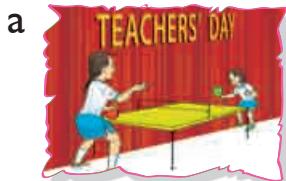
2. Point and say.

- Tell the class that they are going to practise asking and answering questions about when school events will be, using *When will ... be? It'll be on ...*
- Have them look at the pictures and read the names of the days: *Sports Day, Teachers' Day, Independence Day and Children's Day*. Get them to practise the question *When will ... be?* using the words under the pictures. Then have them practise the answer *It'll be on ...* Point to the pictures and ask the questions for the class to answer, using the prompts.
- Have the class practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the dialogues in front of the class.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering the question in their books.
- Ask pupils to work in pairs: one pupil asks *When will ... be?* and the other answers *It'll be on ...* Monitor the activity and offer help, if necessary.
- Invite one or two pairs to act out the exchanges in front of the class, then give feedback. Correct their pronunciation, if necessary.

4 Listen and match.



5 Read and match.



1. Where's Tony now?

a. They'll swim.

2. What's Linda doing in the gym?

b. He's in the gym.

3. When will Sports Day be?

c. She's playing table tennis.

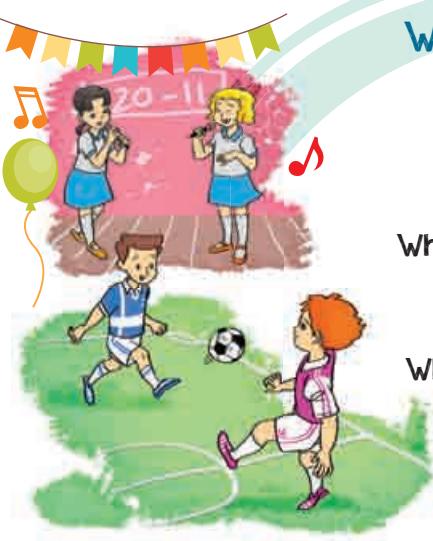
4. What will Phong and Nam do on Sports Day?

d. Yes, I will.

5. Will you take part in the singing contest?

e. It'll be next month.

6 Let's sing.



When will Sports Day be?

When will Sports Day be?

It'll be in September,
On Saturday.

When will the singing contest be?

It'll be in November,
On Teachers' Day.

When will the music festival be?

It'll be in June,
On Children's Day.



Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and match.

- Tell the class that they are going to listen and draw lines to match Pictures 1–3 with Pictures a–c.
- Have pupils look at the pictures to identify the people and activities (1. Mai's singing. 2. Phong and Tony are playing table tennis. 3. Linda is playing the piano.), and the school events (a. Teachers' Day. b. Children's Day. c. Independence Day). Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task. Tell them that they should pay attention to the activities and the school events.
- Get them to swap and compare their answers before checking as a class. Go around and offer help, if necessary.

Key: 1 c 2 a 3 b

Audio script

1. Tony: Hi, Mai. What are you doing? <i>Mai:</i> I'm practising for the singing contest. Tony: When will it be? <i>Mai:</i> It'll be on Independence Day.	2. Tony: What are Tony and Phong doing? <i>Linda:</i> They're playing table tennis. Tony: Why are they playing table tennis now? <i>Linda:</i> Yes. They're preparing for Teachers' Day.
3. Phong: Will you take part in the music festival? <i>Linda:</i> Yes, I will. Phong: When will it be? <i>Linda:</i> It'll be on Children's Day.	

5. Read and match.

- Tell the class that they are going to read and match the questions with the answers.
- Give them a few seconds to read and do the task. If necessary, get them to work in pairs or in groups. Go around and offer help, if necessary.
- Get pupils to compare their answers before checking as a class. If there is enough time, invite some pairs to ask and answer the questions.

Key: 1 b 2 c 3 e 4 a 5 d

6. Let's sing.

- Tell the class that they are going to sing *When will Sports Day be?* Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have pupils read the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to do choral repetition of the song line by line. When they are familiar with the melody, ask two groups of four to go to the front of the class to sing the song: one group sings the questions and the other sings the answers.
- Ask the rest of the class to sing with them and clap their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



It's only two weeks until Sports Day!

Yes! It'll be great!

Where will it be?

In the sports ground near our school.

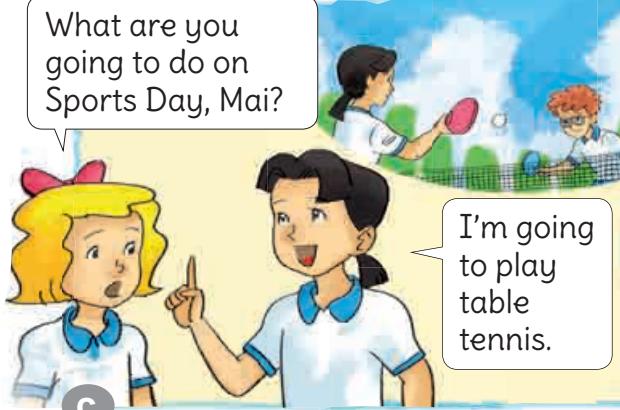


a



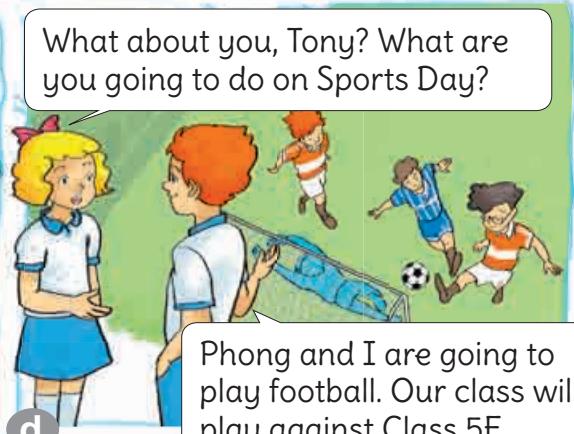
b

What are you going to do on Sports Day, Mai?



c

I'm going to play table tennis.



d

What about you, Tony? What are you going to do on Sports Day?

Phong and I are going to play football. Our class will play against Class 5E.

2 Point and say.



What are you going to do on Sports Day?



I'm going to _____.



a



play basketball

b



play football

c



play table tennis

d



play badminton

3 Let's talk.



Ask and answer questions about what you will do on Sports Day in your school.

When will Sports Day be?

It'll be on _____.

What are you going to do?

I'm going to _____.

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *When will Sports Day be?* Ask the rest of the class to sing with them and clap their hands along to the rhythm.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story about what someone is going to do on Sports Day.
- Have pupils look at the pictures and ask them questions: *Who are the pupils? Where are they? What are they doing?* (In Picture a, Mai, Linda and Tony are at school and talking about Sports Day. In Picture b, Mai asks where Sports Day will be and Linda answers that it will be in the sports ground near their school. In Picture c, Linda asks *What are you going to do on Sports Day, Mai?* and Mai answers *I'm going to play table tennis.* In Picture d, Linda asks Tony the same question and he answers *Phong and I are going to play football.*) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what someone is going to do on Sports Day, using *What are you going to do on Sports Day? I'm going to ...*
- Have pupils look at the pictures and read the phrases. Get pupils to practise saying *I'm going to ..., using the prompts. Point to Picture a and ask *What are you going to do on Sports Day?* for the class to answer *I'm going to play basketball.* Repeat the same procedure with the rest of the pictures.*
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class. Correct their pronunciation, if necessary.

Language note: Remind pupils of the main difference between *will* and *going to*:

- We use *will* to talk about future events that we can be sure about.
E.g. *The train will leave at midday.*
The sun will set at six o'clock.
- We use *going to* to talk about a future plan or intention.
E.g. *I'm going to visit my grandparents on Sunday.*
We're going to take an exam next week.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering the questions in their books.
- Have them work in pairs: one asks the questions and the other answers.
- Select some pairs to act out the dialogue in front of the class. Then give feedback. Correct their pronunciation, if necessary.

4 Listen and number.



a



b



c



d

5 Write about you.



Mai: When will Sports Day be at your school?

You: _____

Mai: Where will it be?

You: _____

Mai: What are you going to do?

You: _____

Mai: What are your classmates going to do?

You: _____

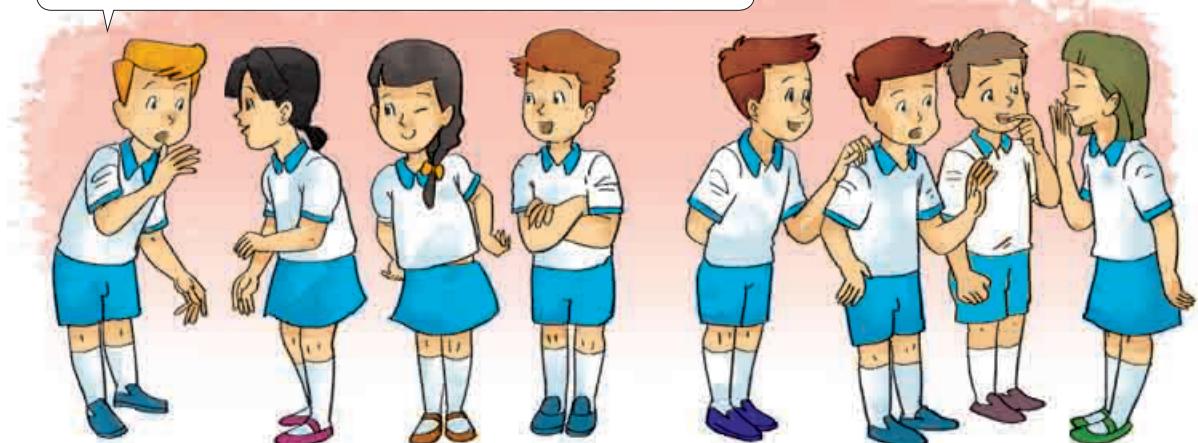


6 Let's play.



Pass the secret!

We are going to play table tennis on Sports Day.



Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to act out the story in Activity 1.

4. Listen and number.

- Tell the class that they are going to listen and number the pictures.
- Ask pupils to look at the pictures and help them to identify the meanings of the symbols in the pictures (a. Basketball. b. Badminton. c. Table tennis. d. Sports Day.) Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class.

Key: a 4 b 2 c 3 d 1

Audio script

1. <i>Phong:</i> When will Sports Day be? <i>Linda:</i> It'll be on Saturday.	2. <i>Nam:</i> What are you going to do on Sports Day? <i>Mai:</i> I'm going to play badminton.
<i>Phong:</i> Will you take part in it? <i>Linda:</i> Yes, I will.	<i>Nam:</i> I like badminton. Let's play it together.
3. <i>Tony:</i> It's only a week until Sports Day! <i>Linda:</i> That's right. It'll be a great day.	4. <i>Mai:</i> What are you doing? <i>Tony:</i> I'm practising for Sports Day.
<i>Tony:</i> What are you going to do? <i>Linda:</i> I'm going to play table tennis.	<i>Mai:</i> Are you going to play basketball on that day? <i>Tony:</i> Yes, I am.

5. Write about you.

- Tell the class that they are going to write the answers to the questions.
- Ask them to read the questions and think about the answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap and read their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

Key: Answers vary

6. Let's play.

- Tell the class that they are going to play *Pass the secret!* Follow the procedure in *Games in Introduction*.
- Divide pupils into groups of seven. Ask them to line up in rows. Whisper a sentence to the first pupil in each row. (E.g. *We're going to play table tennis on Sports Day.*) The first pupil then whispers the sentence to the second one, and so on. The last pupil in the row says aloud the sentence he/she heard. If the sentence is correct, the team wins one point. The team with the most points at the end of the game is the winner.
- To make the game more competitive, select one pupil from each group to act as teachers. These pupils should say the sentences that the class has learnt from Lessons 1 and 2, and they have to whisper different sentences to the teams.

Lesson 3

1 Listen and repeat.



'When will 'Sports 'Day 'be?

It'll be on 'Saturday.

'What are you 'going to 'do on 'Sports 'Day?

I'm 'going to 'play 'footb

2 Listen and underline the stressed words. Then say the sentences aloud.



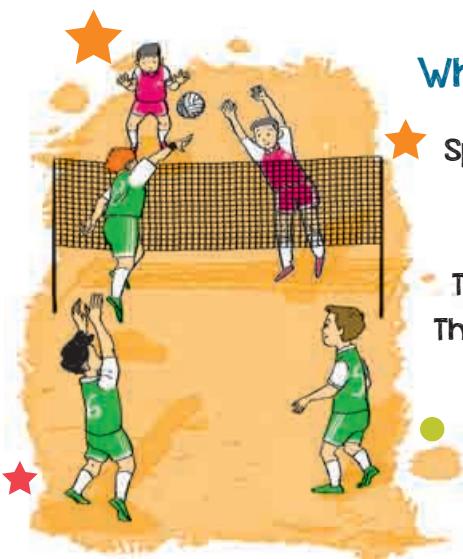
1. A: When will Sports Day be?

B: It'll be on Sunday.

2. A: What are you going to do on Sports Day?

B: I'm going to play table tennis.

3 Let's chant.



What are they going to do?

Sports Day will be this weekend.

It'll be this weekend.

What are they going to do?

They're going to play volleyball.

They're going to play table tennis.

They are practising hard

For Sports Day.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups of pupils to play *Pass the secret!* Then give a dictation for the class to do, using the sentences that they have learnt in the previous lessons. (E.g. *Sports Day will be on Saturday. We're going to play sports and games. Phong and Tony are going to play badminton. I'm going to play basketball on Sports Day.*)

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and the answers, focusing on the sentence stress.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral and individual repetition until they feel confident.
- Get some pairs to say the questions and answers. Correct the pronunciation, if necessary.

2. Listen and underline the stressed words. Then say the sentences aloud.

- Tell the class that they are going to listen and underline the stressed words.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do the task. Go around and offer help, if necessary.
- Have them swap and compare their answers before checking as a class. Then ask the class to read the sentences aloud.

Audio script and key

1. A: When will Sports Day be?
B: It'll be on Sunday.
2. A: What are you going to do on Sports Day?
B: I'm going to play table tennis.

3. Let's chant.

- Tell the class that they are going to chant *What are they going to do?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them say the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition.
- Get pupils to practise chanting and doing actions in groups.
- Call two groups to the front of the class to chant and do actions: one group chants the questions and the other chants the answers. The rest of the class claps their hands along to the rhythm.

4 Read and tick.



Our school Sports Day will be next Saturday. Everyone in my class is going to take part in it.

Mai and Linda are going to play table tennis. Tony's going to play basketball and Peter's going to play badminton. Phong and Nam are going to play in a football match. Tom's going to swim. My classmates are practising hard for the events. We hope that we will win the competitions.



	Mai				
	Nam				
	Phong				
	Linda				
	Tony				
	Peter				
	Tom				

5 Write about Sports Day.



Sports Day is going to be _____.

Some of the boys are going to _____.

Some of the girls are going to _____.

I am going to _____.

I hope that we will _____.

6 Project



Draw three sports and talk about them.

7 Colour the stars.



Now I can ...

- ask and answer questions about school events and future activities.
- listen to and understand texts about school events and future activities.
- read and understand texts about school events and future activities.
- write about Sports Day.



Warm-up: Spend a few minutes revising the chant *What are they going to do?* by getting two groups of five to the front of the class to say the chant and do actions. Ask the rest of the class to listen and clap their hands along to the rhythm.

4. Read and tick.

- Tell the class that they are going to read and tick the correct symbols.
- Get them to read the text and pay attention to what the characters are going to do on Sports Day. Ask pupils to work in pairs or small groups, if necessary.
- Give them time to do the task. Go around and offer help, if necessary.
- Get pupils to swap and compare their answers before checking as a class. If time allows, ask some of them to report what each character is going to do on Sports Day. (E.g. *Mai's going to play table tennis on Sports Day*.)



5. Write about Sports Day.

- Tell the class that they are going to write about Sports Day at their own school.
- Have pupils work in pairs or groups to discuss what they are going to write. Tell them to focus on what they are going to play/do in the event.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get them to swap and read what they have written before inviting two or three pupils to read their answers aloud.

Key: Answers vary

Language note: If the pupils' own school doesn't have Sports Day, ask them to imagine what they and their friends are going to do in a school event.

6. Project

- Tell the class that they are going to draw three sports.
- Ask them to work in groups of three to discuss and select three sports. Then they will decide who will do what: drawing symbols, writing sentences about the sports and telling the class about them.
- Give each group a piece of paper to draw the symbols and write the sentences. Encourage them to colour the symbols.
- Give them time to do the project.
- Invite one or two groups to present their drawings to the class and talk about the sports. (E.g.  *This is swimming. Ha and Lan in our group like swimming very much. They go swimming every week.*)

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

REVIEW

2



1 Listen and tick.



1.



a



b



c

2.



a



b



c

2 Listen and number.



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and my school*.
- read and identify specific information related to the theme *Me and my school*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.

1. Listen and tick.

- Tell the class that they are going to listen to two conversations and tick the correct pictures.
- Give pupils a few seconds to look at the pictures. Ask them to identify the subjects in 1 and the characters in 2.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do the task.
- Get them to compare their answers before checking as a class. Give explanations for the answers which pupils find difficult. Play the recording again to confirm the correct answers.

Key: 1 c 2 b

Audio script

1. Tom: How many lessons do you have today, Quan?
Quan: I have four: Maths, Vietnamese, English and IT.

2. Akiko: You are very good at speaking English, Nam!
Nam: Thank you, Akiko.
Akiko: How do you practise speaking?
Nam: I speak English with my friends every day.

2. Listen and number.

- Tell the class that they are going to listen and number the pictures.
- Give pupils a few seconds to look at the pictures. Ask them to identify each character and what he/she is doing.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers before checking as a class.

Key: a 3 b 4 c 1 d 2

Audio script

1. Tony: How do you practise listening?
Mai: I often watch English cartoons on TV.
Tony: Great! Let's watch cartoons together.

3. Tom: What subject do you like best, Nam?
Nam: English. It's my favourite subject.
Tom: How often do you have English?
Nam: I have it four times a week.

2. Linda: What are you going to do on Sports Day?
Mai: I'm going to play badminton.
Linda: I like badminton, too. Let's play together.
Mai: OK.

4. Linda: What are you reading, Tom?
Tom: *Snow White and the Seven Dwarfs*.
Linda: What do you think of the main character?
Tom: Snow White is very kind.

3 Listen and tick Yes (Y) or No (N).

1. Tom saw some gorillas at the zoo yesterday.
2. Nam's going to play football on Sports Day.



Y	<input type="checkbox"/>
N	<input type="checkbox"/>

4 Read and write.



My name is Nam. I go to school from Monday to Friday. I have Maths and Vietnamese every schoolday. I have English four times a week. English is my favourite subject. I practise reading by reading English comic books and storybooks. Now I can read *Aladdin and the Magic Lamp* in English. I practise speaking by talking to my foreign friends. Every day, I practise writing English by sending emails to my friend Hakim in Malaysia. I learn English because I want to watch English cartoons on TV.



1. How often does Nam have English? _____
2. What storybook can he read in English? _____
3. How does he practise speaking? _____
4. How does he practise writing? _____
5. Why does he learn English? _____

5 Write about you. Then tell the class about it.



1. How often do you have English? _____
2. How do you learn English? _____
3. What is your favourite book? Who's the main character in your favourite book? What's he/she like? _____
4. What did you see at the zoo last time? _____
5. What are you going to do on Sports Day? _____

3. Listen and tick Yes (Y) or No (N).

- Tell the class that they are going to listen to two conversations and tick Yes or No.
- Give them a few seconds to read the sentences and guess the answers.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class.

Key: 1 Y 2 N

Audio script

1. Akiko: Where did you go yesterday? Tom: I went to the zoo.	2. Tony: Where will Sports Day be, Nam? Nam: It'll be at my school.
Akiko: What did you see at the zoo? Tom: I saw a big elephant and some other animals.	Tony: What are you going to do on that day? Nam: I'm going to play table tennis.
Akiko: Did you see any gorillas? Tom: Yes, I did. I saw some gorillas. They were really funny.	Do you like playing table tennis, Tony? Tony: No, I don't. I like playing football.

4. Read and write.

- Tell the class that they are going to read the passage and write the answers to the questions.
- Give them time to read the questions in silence and underline the key words and phrases. Then ask them to find the relevant information in the passage to answer the questions.
- Get them to compare their answers before checking as a class. Give explanations for the answers which pupils find difficult.

Key: 1 He has it four times a week.

2 He can read *Aladdin and the Magic Lamp* in English.

3 He practises speaking by talking to his foreign friends.

4 He practises writing by sending emails to his friend Hakim in Malaysia.

5 Because he wants to watch English cartoons on TV.

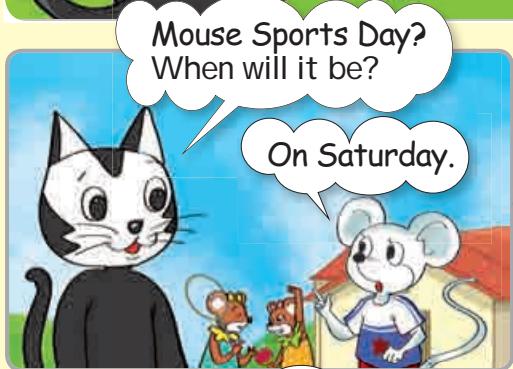
5. Write about you. Then tell the class about it.

- Tell the class that they are going to write sentences about themselves.
- Give them time to read the questions in silence. Check their understanding and remind them to write the answers based on the information about themselves.
- Get them to swap and read what they have written in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

Short story Cat and Mouse 2

1 Read and listen to the story.



1. Read and listen to the story.

- Tell the class that they are going to read and listen to a story. After they have read the story, ask them some questions. (E.g. *What is Chit going to do for Mouse Sports Day? What about his sisters, Mimi and Nini? What is his brother, Jack, going to do that day?*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to listen and repeat.
- Ask pupils to act out the story if there is enough time.

Audio script

Miu: Hello, Chit. What are you doing?

Chit: We're practising for Mouse Sports Day.

Miu: Mouse Sports Day? When will it be?

Chit: On Saturday.

Miu: What are you going to do?

Chit: I'm going to run a hundred metres.

Chit: Mimi is going to play badminton.

Chit: Nini is going to play table tennis.

Miu: And what are you going to do, Jack?

Jack: I'm going to watch them!

2 Answer the questions.

1. What are the mice doing?
2. What is Chit going to do at Mouse Sports Day?
3. What is Mimi going to do at Mouse Sports Day?
4. What is Nini going to do at Mouse Sports Day?
5. Is Jack going to take part in Mouse Sports Day?

3 Umscramble these words from the story.

a. dunrehd b. Stayruad c. thacw d. dbatonmin e. crispating

4 Read and complete.

A: Will there be Sports Day at your school?
B: Yes, there (1) _____.
A: Are you (2) _____ to take part?
B: Yes, I (3) _____.
A: What are you going to do?
B: I'm going to (4) _____ a hundred metres.
A: Are you going to win?
B: No, I'm (5) _____!



5 Work in pairs. Talk about your school Sports Day.

6 Read and match.

1. What are you going to do on Saturday?

a. Yes, with my friend.

2. Where are you going to do that?

b. On Wednesday.

3. Are you going to practise with anyone?

c. No, I'm going to play basketball.

4. When is Sports Day?

d. In the park.

5. Are you going to run?

e. I'm going to practise for Sports Day.

2. Answer the questions.

- Tell the class that they are going to read the story again and answer the questions.
- Give them a time limit to do the task.
- Ask pupils to compare their answers before checking as a class.
- Invite some pairs to ask and answer the questions.

Key: 1 They're practising for Mouse Sports Day.

2 He's going to run a hundred metres.

3 She's going to play badminton.

4 She's going to play table tennis.

5 No, he isn't. (He's going to watch.)

3. Unscramble these words from the story.

- Tell the class that they are going to unscramble the letters and write the words from the conversation in Activity 1.
- Give them a time limit to do the task.
- Get them to swap and check their answers before checking as a class.

Key: a hundred b Saturday c watch d badminton e practising

4. Read and complete.

- Tell the class that they are going to read and fill a gapped conversation.
- Give them a few seconds to read the conversation in silence. Check their comprehension.
- Give them a time limit to do the task.
- Invite some pairs to act out the conversation.

Key: 1 will 2 going 3 am 4 run 5 not

5. Work in pairs. Talk about your school Sports Day.

- Tell the class that they are going to have a similar conversation to the one in Activity 4. Ask them to work in pairs.
- Remind them that they can replace *run a hundred metres* with other events.
- Give them a time limit to do the task.
- Invite a few pairs to act out their conversations in front of the class.

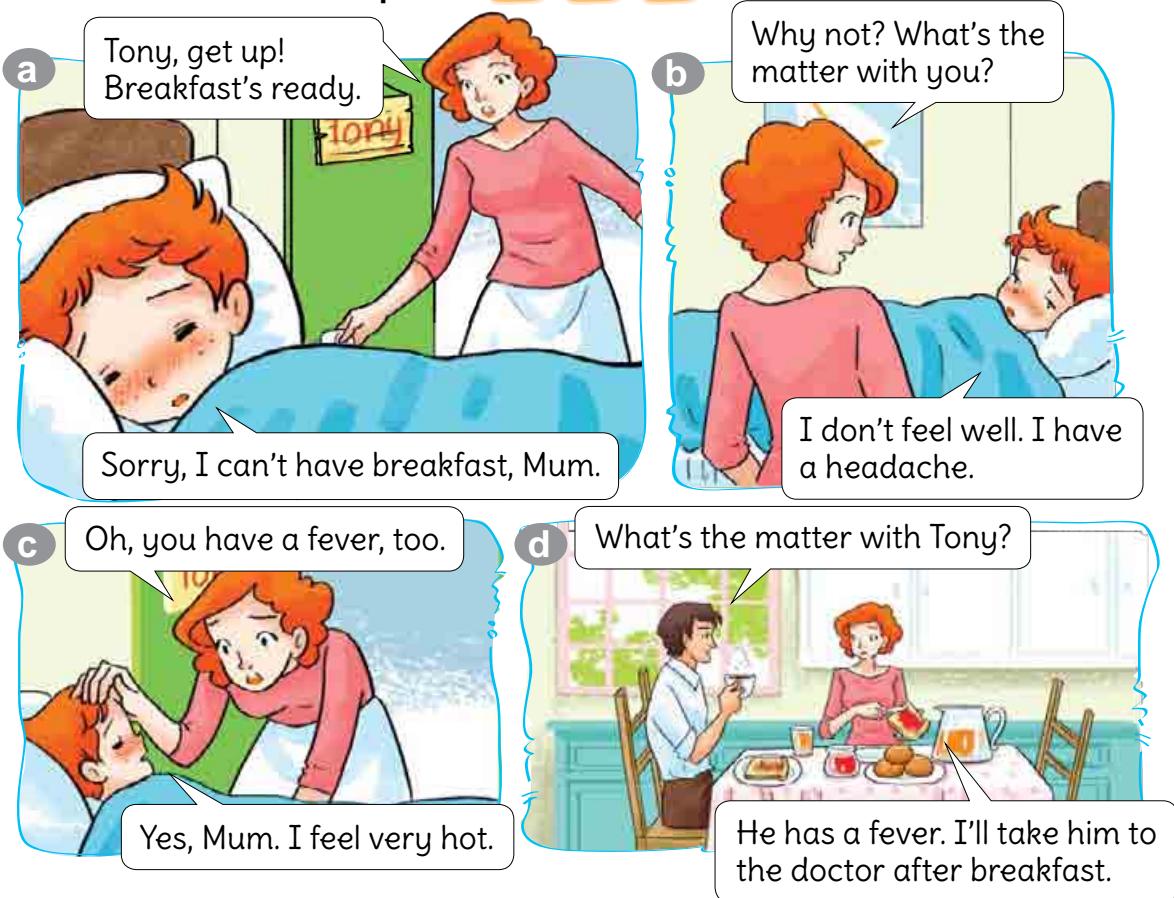
6. Read and match.

- Tell the class that they are going to read and match the questions with the answers.
- Give them a few seconds to read the questions and answers in silence. Check their comprehension.
- Give them a time limit to do the task.
- Get them to swap and compare their answers before checking as a class.

Key: 1 e 2 d 3 a 4 b 5 c

Lesson 1

1 Look, listen and repeat.



2 Point and say.



a toothache



an earache



a sore throat



a stomach ache

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Common health problems*.
- ask and answer questions about common health problems, using *What's the matter with you? I have ...*
- give and respond to advice on common health problems, using *You should/shouldn't ... Yes, I will./OK, I won't.*
- say questions and answers with the correct intonation.

Warm-up: Invite a few pupils to role play the short story in Review 2. Then introduce the new unit by writing *What's the matter with you?* on the board and check pupils' comprehension. Explain the unit title before they repeat it twice.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: *Who's this? Who's he/she talking with? Where's he/she? What are they talking about?* (In Picture a, Tony is in bed and he tells his mum he can't have breakfast. In Picture b, his mum asks *What's the matter with you?* and he answers *I don't feel well. I have a headache.* In Picture c, his mum says *Oh, you have a fever, too.* In Picture d, Tony's father asks *What's the matter with Tony?* and his mother says *He has a fever. I'll take him to the doctor after breakfast.*) Explain the meanings of *What's the matter, feel well, headache and fever.*
- Play the recording all the way through for the class to listen and follow in the books. Play it again for them to repeat line by line. Finally, point to each picture for them to say the words in each bubble.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about common health problems, using *What's the matter with you? I have ...*
- Get them to practise the answers before introducing the question. Point to the pictures for pupils to repeat the words under them and check their understanding. Explain the meanings, if necessary. Then ask pupils to practise the complete answers.
- Ask the question *What's the matter with you?* for the class to answer chorally.
- Have them practise the question and answers in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to speak to check how well they have practised the question and answers. Correct their pronunciation, if necessary.

3 Let's talk.



Ask and answer questions about health problems.

What's the matter with you/him/her/them?

I have a/an _____.

He/She has a/an _____.

They have a/an _____.

4 Listen and tick.



	headache	sore throat	toothache	stomach ache
1. Nam				
2. Peter				
3. Linda				
4. Tony				

5 Read and complete.



earache sore throat stomach ache fever toothache



1. She has a pain in her tooth. She has a _____.



2. Nam has a high temperature. He has a _____.



3. Mai has a pain in her ear. She has an _____.



4. Quan has a pain in his stomach. He has a _____.



5. Linda has a pain in her throat. She has a _____.

6 Let's sing.



What's the matter with you?

Come on, get up, get out of bed.

It's time to go to school.

I'm sorry, Mum, I don't feel well.

I have a headache and a fever, too



What's wrong? What's wrong?

What's the matter with you?

I'm sorry, Mum, I don't feel well.

I have a toothache and a sore throat, too.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about common health problems.
- Get them to imagine they have certain health problems and use the question and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting three pupils to act out the story.

4. Listen and tick.

- Tell pupils that they are going to listen to the recording and tick the problem of each character.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers.

Key: **Nam:** toothache **Peter:** stomach ache **Linda:** headache **Tony:** sore throat

Audio script

1. Mai: What's the matter with you, Nam?
Nam: I have a bad toothache.
Mai: Oh, poor you!

3. Mai: I can't see Linda. Where is she?
Quan: She's at home today.
Mai: What's the matter with her?
Quan: She has a bad headache.
Mai: Oh, really? Let's go and see her after school.

2. Quan: Where's Peter, Linda?
Linda: He can't come to school today. He's seeing the doctor.
Quan: What's the matter with him?
Linda: He has a stomach ache.

4. Mai: Hello?
Tony: Hi, Mai. It's Tony.
Mai: Sorry. I can't hear you.
Tony: It's Tony. It's Tony!
Mai: Oh, Tony! What's the matter with your voice?
Tony: I have a bad sore throat. Sorry, I can't meet you today.

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with *earache*, *sore throat*, *stomach ache*, *fever* and *toothache*. Remind them to focus on the context to select the appropriate words from the box.
- Get pupils to swap and compare their answers in pairs before checking as a class.

Key: **1** toothache **2** fever **3** earache **4** stomach ache **5** sore throat

6. Let's sing.

- Tell the class that they are going to sing *What's the matter with you?* Have them read the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line. When they are familiar with the melody, ask them to sing along with the music before practising doing actions.
- Invite one or two groups to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



Where's Nam? I can't see him here.

a



He's sitting over there, in the corner of the gym.

Hi, Nam. Why aren't you practising karate?

b



Sorry to hear that.

I don't feel well. I have a backache.

c



You should go to the doctor now, Nam.

OK, I will. Thanks, Mai.

d

You should take a rest and shouldn't play sports for a few days.



Thank you, doctor.

2 Point and say.



You should/shouldn't _____.

Yes, I will. Thanks.

OK, I won't. Thanks.



go to the doctor



go to the dentist



take a rest



eat a lot of fruit



carry heavy things



eat a lot of sweets

3 Let's talk.



I have a/an _____.

You should _____.

You shouldn't _____.

Yes, _____. Thanks.

OK, _____. Thanks.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing *What's the matter with you?*

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Check their comprehension by pointing at each picture to elicit their answers to these questions: *Who's this? Who's he/she talking with? What's the matter with him? Where's he? Who's with him?* (Mai, Quan and Nam are at the gym. In Picture a, Mai asks Quan where Nam is. In Picture b, Nam says *I don't feel well. I have a backache.* In Picture c, Mai says *You should go to the doctor now, Nam.* and Nam replies *OK, I will. Thanks, Mai.* In Picture d, Nam is at the doctor's and the doctor says to him *You should take a rest and shouldn't play sports for a few days* and Nam replies *Thank you, doctor.*)
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point at each bubble and ask the class to say the words aloud.

2. Point and say.

- Tell the class that they are going to practise giving advice on common health problems and responding, using *You should/shouldn't ... Yes, I will./OK, I won't.*
- Have them practise giving advice. Point at each picture and say the words under it for pupils to repeat once or twice. Then have them practise giving advice and responding with *Yes, I will. Thanks.* or *OK, I won't. Thanks.*
- Ask them to work in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the task.

Language notes:

- We can say *go to the doctor/dentist* or *go to the doctor's/dentist's.*
- Pupils should say *thank you/thanks* when they receive advice.

3. Let's talk.

- Tell the class that they are going to practise further by giving advice on health problems and responding. Get them to act out different illnesses and use the phrases in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite two or three pairs to act out their conversations. Then give feedback.

4 Listen and complete.



	Health problem	Should	Shouldn't
1. Quan	stomach ache		-
2. Tony	fever	-	
3. Phong	toothache	-	
4. Mrs Green	backache	-	

5 Read and complete. Then say aloud.

rest stomach matter has doctor

Quan: Where's Phong?

Mai: He can't go to school today.

Quan: Why not? What's the (1) _____ with him?

Mai: He (2) _____ a bad cough and is going to see the (3) _____ this morning.

Quan: Oh, really? Poor him!

Mai: What's the matter with you, Tony?

Tony: I have a pain in my (4) _____.

Mai: Oh, dear. You should take a (5) _____ now and go to the doctor later.

Tony: Yes, I will. Thanks, Mai.

6 Let's play.



What's the matter with you? (Charades)



Warm-up: Spend a few minutes having the class revise the story in Activity 1. Invite four pupils to act out the story.

4. Listen and complete.

- Tell the class that they are going to listen and complete the table. Ask them to read the information and guess the advice.
- Play the recording all the way through for them to listen. Play it again for them to complete the table.
- Get them to compare their answers before checking as a class.

Key: 1 Quan: should go to the doctor
3 Phong: shouldn't eat ice cream

2 Tony: shouldn't go to school
4 Mrs Green: shouldn't carry heavy things

Audio script

1. Quan: I don't feel very well.
Mai: What's the matter with you?
Quan: I have a stomach ache.
Mai: Sorry to hear that. You should go to the doctor now, Quan.
Quan: OK, I will. Thanks.

3. Mai: Let's have ice cream.
Nam: Great idea!
Phong: Sorry, I can't.
Mai: What's the matter with you, Phong?
Phong: I have a bad toothache.
Mai: Oh, then you shouldn't eat ice cream. How about milk?
Phong: Good idea. Thanks, Mai.

2. Tony's mother: You don't look very well. What's the matter with you?
Tony: I have a fever.
Tony's mother: Let me see. Oh, you're very hot. You shouldn't go to school today.

4. Nam: Hi, Mrs Green. What's the matter with you?
Mrs Green: I have a backache.
Nam: Sorry to hear that. Oh, you shouldn't carry heavy things. Let me help you.
Mrs Green: Thanks, Nam. That's very kind of you.

5. Read and complete. Then say aloud.

- Tell the class that they are going to read the text and complete the conversations. Tell them to read and guess the words to fill the blanks.
- Set a time limit for them to do the task independently.
- Get them to read what their partner has written before inviting two or three pupils to read their answers aloud. Then give feedback.

Key: 1 matter 2 has 3 doctor 4 stomach 5 rest

6. Let's play.

- Tell the class that they are going to play *Charades*. Follow the instructions in *Games in Introduction*.
- Revise the names of the body parts before starting the game.
- Have the class play the game in groups of six. Pupils in each group take turns to mime the illness while the others guess. The quickest pupil to guess the illness correctly gets one point. Set a time limit for them to play the game. Those with the most points at the end of the game are the winners.

Lesson 3

1 Listen and repeat.



1. What's the matter with you? ↗

I have a headache. ↗

2. What's the matter with you? ↗

I have a toothache. ↗

3. What's the matter with you? ↗

I have a stomach ache. ↗

2 Listen and circle a or b. Then ask and answer.



1. What's the matter with you?

I have a _____.

a. toothache

b. headache

2. What's the matter with you?

I have a _____.

a. bad toothache

b. backache

3. What's the matter with you?

I have a _____.

a. stomach ache

b. headache

4. What's the matter with you?

I have a _____.

a. pain in my stomach

b. sore throat

3 Let's chant.



What's the matter with you?

What's the matter with you?

I have a toothache.

You should go to the dentist.

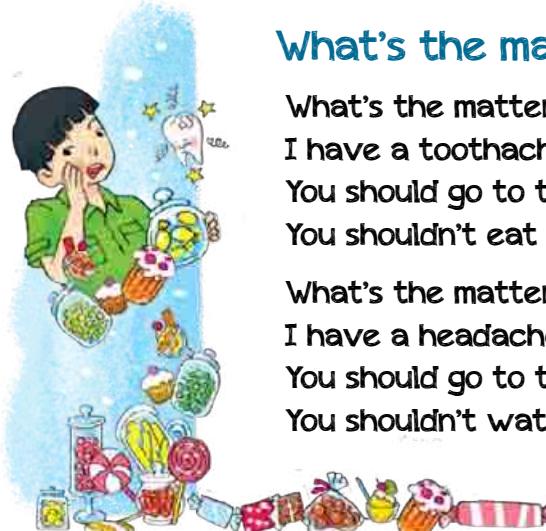
You shouldn't eat lots of sweets.

What's the matter with you?

I have a headache.

You should go to the doctor.

You shouldn't watch too much TV.



Warm-up: Spend a few minutes revising the previous lesson by inviting some pupils to role-play the conversations in Lesson 2, Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying questions and answers with the correct intonation.
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.

Language note: *Wh-questions* usually have a falling intonation, which can be marked with an arrow like this ↘ at the end.

2. Listen and circle **a** or **b**. Then ask and answer.

- Tell the class that they are going to listen and circle **a** or **b** to complete the sentences.
- Give pupils a few seconds to read the sentences in silence before playing the recording for them to do the task.
- Get pupils to compare their answers in pairs before checking as a class. Then tell them to ask and answer the questions in pairs.

Key: 1 b 2 b 3 a 4 a

Audio script

1. What's the matter with you? I have a headache.
2. What's the matter with you? I have a backache.
3. What's the matter with you? I have a stomach ache.
4. What's the matter with you? I have a pain in my stomach.

3. Let's chant.

- Tell the class that they are going to say the chant *What's the matter with you?* Have them read it and check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Then play it again for them to repeat each line.
- Have them practise the chant and do actions in groups.
- Invite two groups to say the chant and do actions. One group says the questions and gives advice. The other gives the answers.

4 Read and match. Then say.



How to stay healthy

1. Wash your hands	a. your teeth twice a day.
2. Eat	b. a shower every day.
3. Do	c. short and clean.
4. Brush	d. healthy foods.
5. Keep your nails	e. morning exercise regularly.
6. Take	f. before having meals.

5 Write your advice.



	He/She should ...	He/She shouldn't ...
1. Tony has a bad toothache.		
2. Quan has a bad cold.		
3. Phong has a stomach ache.		
4. Phong has a sore throat.		

6 Project



Talk about two health problems and give advice.

7 Colour the stars.



Now I can ...

- ask and answer questions about common health problems and give advice.
- listen to and understand texts about common health problems.
- read and understand texts about common health problems.
- write advice on common health problems.



Warm-up: Spend a few minutes having the class say the chant *What's the matter with you?*

4. Read and match. Then say.

- Tell the class that they are going to read the text and match the sentence halves.
- Get pupils to read the sentence halves. Explain the unfamiliar words, if necessary.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils swap and compare their answers before checking as a class.
- Ask them to work in pairs and tell each other how to stay healthy.

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

5. Write your advice.

- Tell the class that they are going to write some advice for the characters.
- Give them time to read the health problems of the characters in the book.
- Set a time limit for them to write the answers. Monitor the activity and offer help, if necessary.
- Remind them about punctuation and when to use capital letters.
- Get them to read their advice in pairs before inviting two or three pupils to read their answers aloud.

Suggested answers:

- 1 Tony should brush his teeth after meals. He shouldn't eat ice cream.
- 2 Quan should keep warm. He shouldn't go out.
- 3 Phong should eat healthy foods. He shouldn't eat too much chocolate.
- 4 Phong should keep warm. He shouldn't talk too much or eat ice cream.

6. Project

- Tell the class that they are going to talk about two common health problems and give advice.
- Get pupils to work in groups to decide which health problems to talk about and what advice to give.
- Remind them to use information from this unit and write their advice on paper.
- Select a few groups to give their advice.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



a

What are you doing, Mary?



I'm cutting the cabbage.

b

Don't play with the knife!
You may cut yourself.

OK.

c

What are you doing
with the stove?I want to cook
the cabbage.

d

Don't touch the stove!
You may get a burn.

OK, I won't.

2 Point and say.



Don't _____!

OK, I won't.



a

play with
matches

b

ride your bike
too fast

c



climb the tree

d



run down the stairs

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Preventing accidents at home*.
- express and respond to concerns about possible accidents at home, using *Don't ...! OK, I won't*.
- ask and answer questions about accident prevention, using *Why shouldn't I ...? Because you may ...*
- say sentences with the correct intonation.

Warm-up: Have the class report the results of the class health survey from Unit 11, Lesson 3, Activity 6. Introduce the new lesson by writing the unit title on the board and have pupils repeat it twice.

1. Look, listen and repeat.

- Have the class look at the pictures. Point at each character and elicit the answers to these questions: *Who's he/she? What's she doing with the knife? What's she doing with the stove? What does he say to her? What does she answer?* (Tom and Mary are in the kitchen. In Picture a, Tom asks Mary what she's doing and Mary says she's cutting the cabbage. In Picture b, Tom says to Mary *Don't play with the knife! You may cut yourself.* and Mary says *OK*. In Picture c, Tom asks what she's doing with the stove and she answers that she wants to cook the cabbage. In Picture d, Tom warns her again and says *Don't touch the stove! You may get a burn.* and she replies *OK, I won't.*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise expressing and responding to concerns about possible accidents at home, using *Don't ...! OK, I won't*. Give the meanings of *matches* and *run down the stairs*.
- Have them look at the pictures and repeat the phrases once or twice.
- Point at each picture and have pupils practise saying sentences with *Don't ...*, using the information under each picture.
- Get them to practise in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to say the sentences to check how well they have practised.

3 Let's talk.



Ask and answer questions about accidents at home and give advice.

What are you doing _____?

I want to _____.

Don't _____!

OK, I won't.

4 Listen and tick.



1



a

b

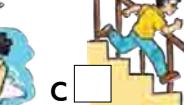
c

2



a

b



c

3



a

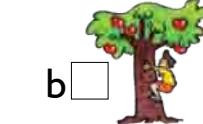
b

c

4



a



b



c

5 Read and complete.



run answered won't cooking room

One day, Peter was bored. He was in his (1) _____ and his mother was (2) _____ in the kitchen. She asked loudly "Where are you, Peter?" He (3) _____, "I'm upstairs, Mum." His mother heard him running down and said "Don't (4) _____ down the stairs!" Peter replied "OK, I (5) _____ do it again, Mum."

6 Let's sing.



Don't do that!

What are you doing?

I'm going to run down the stairs.

Don't do that! It's dangerous.

Really? Yes! OK, I won't.

What are you doing?

I'm going to climb that tree over there.

Don't do that! It's dangerous.

Really? Yes! OK, I won't.

What are you doing?

I'm going to ride my bike down this busy road.

Don't do that! It's dangerous.

Really? Yes! OK, I won't.



3. Let's talk.

- Tell the class that they are going to practise further by talking about accidents at home.
- Get them to work in pairs and use the sentences in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their conversations in front of the class. Then give feedback.

Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs of pupils to talk about accidents at home and give advice in front of the class, using *Don't ...!* and *OK, I won't.*

4. Listen and tick.

- Tell the class that they are going to listen to the recording and tick the correct pictures.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task. Monitor the activity and offer help, if necessary.
- Get them to compare their answers before checking as a class. Play the recording a third time for them to listen again, if necessary.

Key: 1 b 2 c 3 a 4 b

Audio script

1. Mother: What are you doing with the knife, Mary? Mary: I'm cutting the fruit. Mother: Don't play with the sharp knife! You may cut yourself! Mary: OK, I won't, Mum.	2. Phong: I'm going to run down the stairs. Tom: Don't do it! Phong: Why not? Tom: It's dangerous. Phong: OK.
3. Linda: Hey, Trung. Where are you going? Trung: I'm riding to the sports centre. Linda: Don't ride your bike too fast! Trung: Don't worry. I won't.	4. Mai: What are you doing here, Nam? Nam: Look. I'm going to climb the tree to pick some apples. Mai: Don't climb the tree! Nam: OK, I won't.

5. Read and complete.

- Tell the class that they are going to read the text and fill the gaps with the words in the box.
- Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words. Give the meaning of *heard him running down*.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 room 2 cooking 3 answered 4 run 5 won't

6. Let's sing.

- Tell the class that they are going to sing *Don't do that!* Have them read the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition line by line.
- When pupils are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.

a

Look. What are these children doing, class?

They're looking at the apples on the tree.

b

What is this boy doing?

He's climbing the apple tree.

c

Should he do that?

No, he shouldn't.

d

Why shouldn't he climb the tree?

Because he may fall and break his leg.

2 Point and say.



Why shouldn't I _____?

Because you may _____.



play with the knife/
cut yourself



play with the stove/
get a burn



ride too fast/
fall off your bike



run down the stairs/
break your arm

3 Let's talk.



Ask and answer questions about why someone shouldn't do something.

What is he/she doing?

He/She is _____.

He/She shouldn't do that!

Why shouldn't he/she ...?

Because he/she may _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing *Don't do that!*

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture and eliciting their answers to these questions: *Who's he/she? What are these children doing? What's the boy doing? Should he do that? Why shouldn't he climb the tree?* (The teacher is showing some pictures to Mai and Nam. In Pictures a and b, they talk about what the children are doing. In Picture c, the teacher asks *Should he do that?* and Mai answers *No, he shouldn't*. In Picture d, the teacher asks *Why shouldn't he climb the tree?* and Nam replies *Because he may fall and break his leg.*)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point to each picture for them to say the words in each bubble.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about accident prevention, using *Why shouldn't I ...? Because you may ...*
- Point at the pictures and give the meanings of *cut yourself, get a burn, fall off your bike* and *break your arm*. Have pupils practise saying the question *Why shouldn't I ...?*, using the first parts of the prompts under the pictures. Then have them practise saying the answers *Because you may ...* with the second parts of the prompts.
- Ask them to work in pairs: one asks the questions and the other gives the answers.
- Invite one or two pairs to act out their conversations.

3. Let's talk.

- Tell the class that they are going to practise further by talking about accident prevention.
- Get pupils to work in pairs and use the questions in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to act out their conversations. Then give feedback.

4 Listen and complete with one word.



1. Tony shouldn't play with the knife because it's very _____.
2. Nam shouldn't climb the _____ because he may fall and break his leg.
3. Mai shouldn't play with the stove because she may get a _____.
4. Tom shouldn't ride too fast because he may fall off his bike and break his _____.

5 Read and complete.



why
see
knife
don't
yourself

Tom: What are you holding in your hand?

Phong: A (1) _____.

Tom: Oh, no. It's dangerous. (2) _____ play with it!

Phong: (3) _____ shouldn't I play with it?

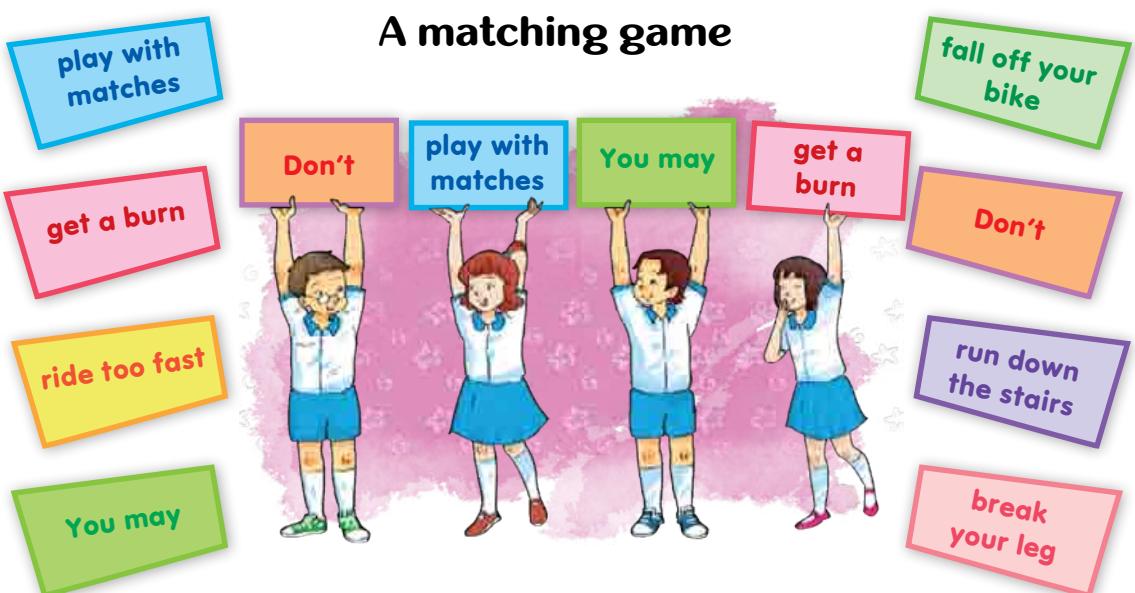
Tom: Because you may cut (4) _____.

Phong: I can (5) _____ that. Thank you, Tom.

6 Let's play.



A matching game



Warm-up: Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to act out the story in Activity 1.

4. Listen and complete with one word.

- Tell the class that they are going to listen and complete each sentence with one word.
- Ask them to read the sentences and try to guess the word to fill each gap.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class.
- Play the recording a third time for them to listen again, if necessary.

Key: 1 sharp 2 wall 3 burn 4 arm

Audio script

1. Mother: You shouldn't use that knife!	2. Linda: Hey, Nam. You shouldn't climb the wall!
<i>Tony:</i> Why not?	<i>Nam:</i> Why not?
<i>Mother:</i> Because it's very sharp.	<i>Linda:</i> Because you may fall and break your leg.
<i>Tony:</i> OK, Mum. Sorry.	<i>Nam:</i> OK, I won't.
3. Peter: You shouldn't play with the stove, Mai.	4. Linda: Tom, don't ride too fast!
<i>Mai:</i> Why not?	<i>Tom:</i> Why not?
<i>Peter:</i> Because you may get a burn.	<i>Linda:</i> Because you may fall off your bike and break your arm.
<i>Mai:</i> Right. Thank you, Peter.	<i>Tom:</i> OK. I'll slow down.

5. Read and complete.

- Tell the class that they are going to read and complete the conversation between Tom and Phong.
- Have them read the words given and the conversation.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed conversation aloud.

Key: 1 knife 2 Don't 3 Why 4 yourself 5 see

6. Let's play.

- Tell the class that they are going to play a matching game. Tell them that the aim of the game is to review vocabulary on accident prevention.
- Explain how to play the game: ask pupils to work in groups of five. One pupil is the leader and each of the other four holds a word card with part of a sentence, such as: *Don't play with matches/ride too fast/run down the stairs/You may get a burn/fall off your bike/break your leg*. The leader says aloud two sentences and the other four have to stand in a line, holding the word cards to make the two sentences. For example, *Don't play with matches. You may get a burn.*
- Set a time limit for the groups to play the game. Monitor the activity.
- Call on two groups to play the game in front of the class. Remember to praise pupils who do well.

Lesson 3

1 Listen and repeat.



1. Don't play with the knife! ↗ OK, I won't. ↗
2. Don't play with matches. ↗ OK, I won't. ↗
3. Why shouldn't I play with the knife? ↗ Because you may cut yourself. ↗
4. Why shouldn't I play with the stove? ↗ Because you may get a burn. ↗

2 Listen and circle a or b. Then say the sentences aloud.





3 Let's chant.



Why shouldn't he do that?

Look at Jim.

What's he doing?

He's riding his bike too fast.

Should he ride it too fast?

No, he shouldn't.

Why not?

He may fall off his bike.



Look at Mary.

What's she doing?

She's playing with a cat on the street.

Should she play with the cat?

No, she shouldn't.

Why not?

It may scratch her face.

Warm-up: Spend a few minutes revising the previous lesson by having the class play *Spelling bee* with words such as: *don't, play, ride, knife, stove, should, shouldn't, because, may* and *fall*. At the end of the game, have them make sentences with *Don't ...* and *Because ...*

1. Listen and repeat.

- Tell the class that they are going to practise saying sentences with falling intonation. Explain that a negative command or a *wh*-question is pronounced with a falling tone. For example, *Don't play with the knife!* ↗ and *Why shouldn't I play with the stove?* ↗
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat the sentences twice.

2. Listen and circle *a* or *b*. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give them a few seconds to read the sentences in silence.
- Play the recording for them to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class.
- Have them read the completed sentences aloud.

Key: 1 a 2 a 3 b 4 b

Audio script

1. Don't play with the knife!
2. Don't climb the wall!
3. Why shouldn't he ride his motorbike too fast?
4. Why shouldn't she play with the stove?

3. Let's chant.

- Tell the class that they are going to say the chant *Why shouldn't he do that?* Have them read the chant and check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line.
- Put the class into two groups to practise chanting the questions and the answers respectively.
- Have them practise chanting and doing actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.

4 Read and do the tasks.



1 Circle the best title.

a. Common accidents

b. Preventing children from falling

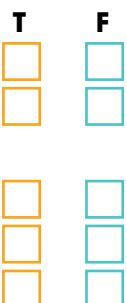
c. How to be safe at home

Falling is a common type of accident for young children at home. Your baby brother or sister may fall off a bed or a sofa. He or she may also fall down the stairs. The following tips can help to keep your baby brother or sister safe:

- Make sure he or she can't roll off the bed.
- Make sure he or she can't open any windows.
- Don't let him or her go near the stairs.
- Don't let him or her out on the balcony.

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

1. Babies may roll off a sofa.
2. You shouldn't stop your baby brother or sister when he or she climbs the stairs.
3. You should make sure he or she can't roll off the bed.
4. Do not open any windows at home.
5. Allow him or her to play on the balcony alone sometimes.



5 Write what may happen.



1. Tony's playing with a sharp knife. He may _____.
2. Linda's playing with a neighbour's cat. It may _____.
3. Quan's riding his bike too fast. He may _____.

6 Project



Make a poster about home accidents and how to avoid them.

7 Colour the stars.



Now I can ...

- ask and answer questions about preventing accidents at home. ★ ★ ★
- listen to and understand texts about preventing accidents at home. ★ ★ ★
- read and understand texts about preventing accidents at home. ★ ★ ★
- write about possible accidents. ★ ★ ★

Warm-up: Spend a few minutes having the class say the chant *Why shouldn't he do that?*

4. Read and do the tasks.

1. Circle the best title.

- Tell the class that they are going to read the text and circle the best title.
- Give them time to read the text and check their comprehension. Give the meanings of *common, accidents, sofa* and *tips*, if necessary.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.

Key: b

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

- Ask pupils to read the text again and tick the boxes.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.

Key: 1 T 2 F 3 T 4 F 5 F

5. Write what may happen.

- Tell the class that they are going to write sentences about accidents that may happen to Tony, Linda and Quan.
- Give them time to read and do the task.
- Set a time limit for them to write sentences independently. Monitor the activity and offer help, if necessary.
- Get them to read their sentences in pairs before inviting some pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to make a poster about accidents at home and how to avoid them.
- Have them work in groups. They should decide which accidents to select and discuss how to avoid them. Ask pupils to copy the table below and write notes in it. Then ask them to illustrate their ideas on a poster.

Accidents	How to avoid the accidents

- Set a time limit for them to do the task.
- Select a few groups to present the results of their discussions.
- If there is not enough time, give the project as homework.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



2 Point and say.



What do you do in your free time?

I _____.



surf the Internet



go to the cinema



clean the house



do karate

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Free time activities*.
- ask and answer questions about what someone does in his/her free time, using *What do you do in your free time? I ...*
- ask and answer questions about what a family member does in his/her free time, using *What does your ... do in his/her free time? He/She ...*
- say questions and answers with the correct intonation.

Warm-up: Ask the class to give words for their free time activities and have them play *Bingo* with phrases such as *play badminton*, *play chess*, *go to the zoo*, *go swimming* and *watch cartoons*. Then get them to make sentences with the phrases in the game. Introduce the new lesson by writing the unit title on the board and have pupils repeat it once or twice.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Nam and Tom talk about their free time activities.
- Ask them to look at the pictures to identify the characters and ask them the questions *Who are they? Where are they? What's Nam doing?* (In Picture a, Tom is visiting Nam's house. In Picture b, Tom wants to know what Nam is doing. In Pictures c and d, they are talking about what they like doing in their free time, using *Do you like ...?* and *What do you do in your free time?*). Explain the meanings of *world* and *programme*. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what someone does in his/her free time, using *What do you do in your free time? I ...*
- Have them look at the pictures and teach them the meaning of *surf the Internet*, *go to the cinema*, *clean the house* and *do karate*. Then have them repeat the phrases once or twice.
- Get the class to practise saying what they do in their free time, using words under the pictures. (E.g. *I surf the Internet*).
- Point to the first picture and ask *What do you do in your free time?* for them to answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise asking and answering the question in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges.

3 Let's talk.



Ask and answer questions about what you and your friends do in your free time.

Do you like _____?

Yes, I do.

No, I don't.

What do you do in your free time?

I _____.

4 Listen and tick.



What do they do in their free time?

1



a



b



c

2



a



b



c

3



a



b



c

5 Read and complete.



Hoa: What do you do in your (1) _____ time, Quan?

Quan: I often (2) _____ sports programmes on TV.

What about you, Hoa?

Hoa: I (3) _____ to the music club with my friends.

Quan: How often do you go to the music club?

Hoa: (4) _____ a week.

Quan: What do you do there?

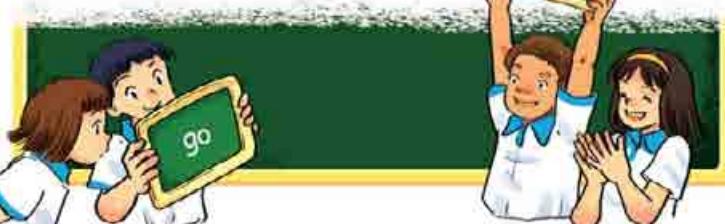
Hoa: I dance and sing (5) _____.

watch
free
songs
go
twice

6 Let's play.



A matching game



3. Let's talk.

- Tell the class that they are going to practise asking and answering questions about activities in their free time. Get them to work in groups and use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting some pairs to act out the story.

4. Listen and tick.

- Tell the class that they are going to listen and tick the right pictures.
- Ask them to look at the pictures and identify the characters (1. Mary. 2. Linda. 3. Phong.) and what they are doing in the pictures. Check understanding.
- Play the recording for pupils to listen. Play it again for them to do the task.
- Get pupils to check their answers in pairs before checking as a class. Play the recording again to confirm the answers.

Key: 1 b 2 a 3 b

Audio script

1. **Mary:** Do you like my new picture, Nam?
Nam: Yes! It's so nice! How often do you draw pictures, Mary?
Mary: I usually draw pictures in my free time.

3. **Nam:** Where were you yesterday, Phong?
Phong: I was at the karate club.
Nam: Oh, can you do karate?
Phong: Yes, of course. I usually do karate in my free time.

2. **Nam:** What do you do in your free time, Linda?
Linda: I often go to the cinema.
Nam: Do you go to the zoo?
Linda: Not very often.

5. Read and complete.

- Tell the class that they are going to read the text and complete the sentences.
- Give them a few seconds to read the text and the given words. Remind them to focus on the context to guess the words to fill the gaps.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 free 2 watch 3 go 4 Twice 5 songs

6. Let's play.

- Tell the class that they are going to play a matching game.
- Divide the class into groups of ten. Give each pupil in each group a piece of paper with one of the following words/phrases: *go, surf, clean, play, watch, cartoons, the Internet, badminton, the room and to the cinema*. When one pupil in the group holds up the piece of paper with *go* and says the word aloud, the pupil who has the piece of paper with *to the cinema* holds it up and says the phrase aloud. The game continues until all the pieces of paper are matched.
- Set a time limit for pupils to play the game. The group that finishes the game the quickest wins.

Lesson 2

1 Look, listen and repeat.



a

Hello, Akiko.
May I ask
you some
questions for
my survey?



Sure.

b

What do you do in your free time?



I watch cartoons on TV.

c

OK, watching cartoons. How about your
mother? What does she do in her free time?

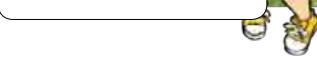


She goes shopping.

d

OK. Thank you very much.

You're welcome.



2 Point and say.



What does your _____ do
in his/her free time?

He/She _____.



a father/go fishing



b mother/go swimming



c brother/go skating



d sister/go camping

3 Let's talk.



Ask and answer questions about what your family members do in their free time.

What does your _____ do
in his/her free time?

He/She usually _____.

How often does he/she _____?

_____ every day/once/
twice a week.

Warm-up: Spend a few minutes having the class play *Pass the secret!*, using the words learnt in Lesson 1. When the game is over, ask them to ask and answer the question *What do you do in your free time?*, using the words in the game.

1. Look, listen and repeat.

- Tell the class that they are going to read a story about Tony and Akiko. Tony is collecting information for his survey. Ask pupils to look at the pictures and elicit their answers to these questions: *Who are the characters in the pictures? Where are they? What are they doing?* (Tony and Akiko are in the park. In Picture a, Tony wants to ask Akiko some questions for his survey and she agrees. In Picture b, he asks what she does in her free time and she says she watches cartoons on TV. In Picture c, he goes on and asks *How about your mother? What does she do in her free time?* and Akiko answers *She goes shopping*. In Picture d, Tony thanks Akiko.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what their family members do in their free time, using *What does your ... do in his/her free time? He/She ...*
- Teach the phrases for activities under the pictures. Ask pupils to practise saying the questions *What does your ... do in his/her free time?*, using the word for family members under each picture. Then point at each picture and ask the question for them to practise saying the answer.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges.

Language notes: The verbs *play*, *do* and *go* are often used in talking about sports and games.

- *Play* is used with ball games and board games.
E.g. *I often play table tennis.* (Table tennis is a ball game.)
Do you play chess? (Chess is a board game.)
- *Do* is used for recreational activities and non-team sports without using a ball.
E.g. *Peter does karate every day.*
- *Go* is often used with activities that end in *-ing*.
E.g. *I go swimming twice a week.*

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about what their family members do in their free time.
- Get pupils to work in pairs and remind them to use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the conversations in front of the class.

4 Listen and circle a, b or c.



1. Phong often goes _____ in his free time.
a. fishing b. camping c. skating
2. His father _____ twice a week.
a. does karate b. plays football c. works in the garden
3. His mother goes _____ at weekends.
a. swimming b. shopping c. camping
4. His sister _____ in her free time.
a. surfs the Internet b. does homework c. cleans the house

5 Write about what your family members do in their free time.



1. What do you do in your free time?

2. How often do you do it?

3. What does your father do in his free time?

4. What does your mother do in her free time?

6 Let's sing.

What do you do in your free time?

Hello, my friend, how are you?

What do you do in your free time?

In my free time, I go camping.

I go camping with my friends.



Hello, my friend, how are you?
What do you do in your free time?
In my free time, I go fishing.
I go fishing with my friends.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting one or two pairs to act it out.

4. Listen and circle **a, b or c**.

- Tell the class that they are going to listen and circle *a*, *b* or *c* to complete the sentences.
- Ask them to read the gapped sentences and guess the answers.
- Play the recording for pupils to listen. Play it again for them to do the task. Monitor the activity and offer help, if necessary.
- Get pupils to read their answers in pairs before checking as a class. Play the recording again to confirm the answers.

Key: 1 c 2 a 3 b 4 c

Audio script

Hi. My name is Phong. In my free time, I often go skating with my friends because I like sports very much. My father likes sports, too. He does karate twice a week. My mother doesn't like sports. She likes shopping. She often goes shopping at weekends. And my sister likes housework. She often cleans our house in her free time.

5. Write about what your family members do in their free time.

- Tell the class that they are going to write about what their family members do in their free time.
- Have them read the questions and check their understanding.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Get them to swap their answers with a partner and read them before inviting one or two pupils to read their answers aloud. Then give feedback.

Key: Answers vary

6. Let's sing.

- Tell the class that they are going to sing the song *What do you do in your free time?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the lyrics and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line until they are familiar with the melody. Divide the class into two groups: one sings the questions and the other sings the answers.
- Have them practise singing and doing actions in groups.
- Invite two groups to perform the song: one group sings the questions and the other sings the answers. The rest of the class claps along to the rhythm.

Lesson 3

1 Listen and repeat.



1. What do you do in your free time? ↗ I surf the Internet. ↗
2. What does he do in his free time? ↗ He listens to music. ↗
3. What does she do in her free time? ↗ She goes shopping. ↗
4. What do they do in their free time? ↗ They go camping. ↗

2 Listen and circle a or b. Then say the sentences aloud.



1. What do you do in your free time? I _____.

a. clean the house b. watch cartoons

2. What does she do in her free time? She _____.

a. goes skating b. goes fishing

3. What does he do in his free time? He _____.

a. does karate b. goes to the cinema

4. What do they do in their free time? They _____.

a. work in the garden b. go shopping

3 Let's chant.



What do you do?

What do you do
In your free time?
I watch cartoons.
I watch cartoons.



What does he do
In his free time?
He goes fishing.
He goes fishing.



What does she do
In her free time?
She goes shopping.
She goes shopping.



Warm-up: Spend a few minutes inviting two groups to the front of the class to sing the song *What do you do in your free time?* and do actions. Have the rest of the class clap along to the rhythm.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers. Explain that *wh*-questions and answers have falling intonation.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral and individual repetition of the questions and answers until they feel confident.
- Get some of them to perform the activity in front of the class. Correct the pronunciation, if necessary.

2. Listen and circle *a* or *b*. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Play the recording all the way through for them to listen. Play it again for them to do the task.
- Get them to swap and read their answers in pairs before checking as a class.
- Have them read the completed sentences aloud.

Key: 1 a 2 a 3 b 4 a

Audio script

1. What do you do in your free time? I clean the house.	2. What does she do in her free time? She goes skating.
3. What does he do in his free time? He goes to the cinema.	4. What do they do in their free time? They work in the garden.

3. Let's chant.

- Tell the class that they are going to say the chant *What do you do?* Follow the procedure in *Teaching the unit components in Introduction*.
- Have them read the chant and check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition until they are familiar with the chant. Show pupils how to chant and do actions.
- Get them to practise chanting and doing actions in groups.
- Invite two groups to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and draw lines to match.



My name is Lien. In my free time, I often go camping with my family. The camp is in the forest near the Red River. We go there by bus in the morning. My father likes fishing in the river. My mother likes drawing. She often draws pictures of the camp. I often go hiking in the forest because I like sports. We return home late in the evening. We enjoy camping very much.

1



Lien

2



Lien's father

3



Lien's mother

a



b



c



5 Write about what your family do at weekends.



My name is _____.

At weekends, I often _____.

My father _____.

My mother _____.

My brother/sister _____.

6 Project



Interview two classmates about what they do in their free time.

7 Colour the stars.



Now I can ...

- ask and answer questions about leisure activities.
- listen to and understand texts about leisure activities.
- read and understand texts about leisure activities.
- write about what my family do at weekends.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to say the chant *What do you do?* and do actions. Have the rest of the class clap along to the rhythm.

4. Read and draw lines to match.

- Tell the class that they are going to read and draw lines to match the people with the things. Explain the meanings of the new words *camp*, *forest*, *go hiking* and *return*.
- Tell them to look at the people and the things to match before reading the text. If necessary, get pupils to work in pairs or groups.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get them to compare their answers in pairs before announcing the answers to the class. Provide explanations, if necessary.

Key: 1 c 2 a 3 b

5. Write about what your family do at weekends.

- Tell the class that they are going to write about what their family do at weekends.
- Have them read the gapped sentences and think about what their family usually do at weekends.
- Give them enough time to do the task.
- Get them to swap and read their answers in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to interview two of their classmates about what they do in their free time.
- Ask them to work in groups and copy the table below. Give them time to do their interviews in class and complete the table. Then ask individual pupils to report their results.

Name	Activities

- Invite two or three pupils to repeat their interviews in front of the class.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



a

Watermelons
are so delicious!

We have
a Vietnamese
story about
watermelons
called *The Story
of Mai An Tiem*.



Oh, really? What
happened in the story?

b

First, King Hung ordered Mai An Tiem
and his family to live on an island. The
island was very far away.



Then one day, An Tiem found some
black seeds and he grew them. The
seeds gave watermelons.

c



Next, An Tiem's family exchanged
the watermelons for food and drink.

d



Oh, they were
lucky in the end,
right?

In the end, King Hung
heard about the story
and he let An Tiem and
his family go back home.

2 Point and say.



What happened
in the story?



First, _____.
Then _____.
Next, _____.
In the end, _____.

a



King Hung ordered
Mai An Tiem and
his family to live on
an island. The island
was very far away.

b



One day, An Tiem
found some black
seeds and he grew
them. The seeds
gave watermelons.

c



An Tiem's family
exchanged the
watermelons for
food and drink.

d



King Hung heard
about the story
and he let An Tiem
and his family
go back home.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Talking about stories*.
- ask and answer questions about what happened in a story, using *What happened in the story? First,/Then/Next,/In the end, ...*
- ask and answer questions about someone's opinions of a book/story/character, using *What do you think of ... ? I think ...*
- say questions and answers with the correct intonation.

Warm-up: Spend a few minutes revising the previous lesson by getting some pupils to talk about what he/she does in his/her free time. Then introduce Lesson 1.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit pupils' answers to these questions: *Who are they? Where are they? What are they talking about?* (Linda is at Phong's home. In Picture a, Phong tells Linda about *The Story of Mai An Tiem*. In Pictures b, c and d, Phong continues to tell her what happened in the story.) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about what happened in a story, using *What happened in the story? First,/Then/Next,/In the end, ...*
- Ask the question *What happened in the story?* and invite pupils to tell the story by joining the sentences under the pictures with *First, Then, Next* and *In the end*.
- Get them to practise in groups. Monitor the activity and offer help, if necessary.
- Invite two pairs to demonstrate the question and answers in this section. Then give feedback.

3 Let's talk.



Ask and answer questions about *The Story of Mai An Tiem*.

What happened in the story?

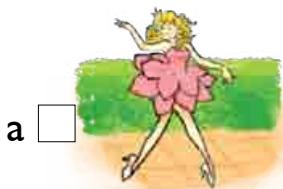
First, _____.

Then _____.

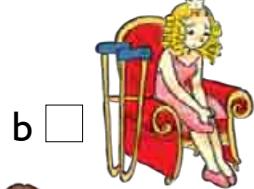
Next, _____.

In the end, _____.

4 Listen and number.



a



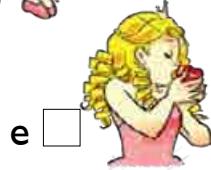
b



c



d



e

5 Read and complete.



in the end apple got up legs princess

Many years ago, there was a very beautiful (1) _____ who lived in a castle. The princess had a problem with her (2) _____ and couldn't walk. One day, a prince visited the castle and met the beautiful princess. He gave her an (3) _____ and said, "This magic apple can make you walk!" The princess was very happy. She ate the apple. Then the next morning, she (4) _____ and was so surprised because she could walk and run and dance. (5) _____, the prince and the princess got married and lived happily ever after.

6 Let's sing.



Once upon a time, ...

Once upon a time,

There was a beautiful princess
Who lived in a castle by the sea.

Then one day,

She met a handsome prince.

She married him

And they lived happily ever after.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about *The Story of Mai An Tiem*. Have them look at the pictures in Activity 2 for the language.
- Get pupils to practise in pairs.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the task in front of the class, using the pictures in their books.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting a pair to act it out before introducing the new lesson.

4. Listen and number.

- Tell the class that they are going to listen and number the pictures. Tell them that they should focus on the order of the events in the story.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class. Explain the answers, if necessary. Play the recording for them to listen again, if necessary.

Key: a 4 b 1 c 5 d 2 e 3

Audio script

Once upon a time, there was a beautiful princess. She lived in a very big castle. She was unhappy because she couldn't walk. One day, a prince visited the castle and met the princess. He wanted to help her. He gave her an apple and said, "This magic apple can make you walk." The princess ate the apple. Then the next morning, the princess woke up. She was so surprised because she could walk! She felt very happy. She ran and danced in the castle. In the end, the prince and the princess got married and they lived happily ever after.

5. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps with *in the end, apple, got up, legs* and *princess*. Give them a few seconds to do the task. Remind them to focus on the context to select the appropriate words.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 princess 2 legs 3 apple 4 got up 5 In the end

6. Let's sing.

- Tell the class that they are going to sing *Once upon a time, ...* Have them read the lyrics and teach the unfamiliar words. Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line.
- When they are familiar with the melody, ask them to sing along with the music before having them sing and do actions in groups.
- Invite a group to sing and do actions in front of the class. The rest of the class claps their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



a

What are you doing, Linda?



I'm reading *The Golden Starfruit Tree*.

b

Oh, I read it last week. What do you think of the two brothers?



I think the older brother is very greedy.

c

Yeah, you're right. How about the younger one?



He's very kind.

d

Do you like the story?



Yes, I do. We can learn a lesson from it: don't be so greedy!

2 Point and say.



What do you think of _____?

I think _____.



a



the mouse/
intelligent

b



An Tiem/
hard-working

c



the older brother/
greedy

d



Snow White/
kind

3 Let's talk.



Ask and answer questions about a book, a story or a character.

What kinds of stories do you like?

I like _____.

What do you think of _____?

I think he's/she's/it's _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *Once upon a time, ...* Invite a group to sing and do actions in front of the class. The rest of the class claps their hands along to the rhythm. At the end of the song, introduce Lesson 2.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit answers to these questions: *Who are they? Where are they? What are they talking about?* (Quan and Linda are in the park. In Picture a, Quan asks *What are you doing, Linda?* and Linda answers *I'm reading The Golden Starfruit Tree*. In Pictures b, c and d, Linda tells Quan what she thinks of the characters and the story.)
- Play the recording all the way through for pupils to listen and follow in their books. Play the recording again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about characters in stories, using *What do you think of ...? I think ...*
- Teach the adjectives under the pictures: *intelligent, hard-working, greedy and kind*. Then have pupils repeat them once or twice.
- Point at each picture for them to practise asking the question *What do you think of ...?*, using the first part of the prompt. Then get them to practise saying the answer *I think ...*, using the second part of the prompt.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the task.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about a book, a story or a character.
- Have pupils work in pairs and use the questions and answers in their books.
- Set a time limit for them to do the task.
- Invite a few pairs to act out their exchanges in front of the class. Correct their pronunciation, if necessary.

4 Listen and tick.



1



a



b



c

2



a



b



c

3



a



b



c

5 Write about your favourite book.



1. What kinds of books do you like? _____
2. What is your favourite book? _____
3. Which character do you like best? _____
4. Which character don't you like? _____
5. Why do you like this book? _____

6 Let's play.



Storytelling



Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct pictures.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class.

Key: 1 c 2 a 3 a

Audio script

1. Phong: What story do you like best? <i>Linda:</i> I like <i>Snow White and the Seven Dwarfs</i> .	2. Mai: What are you reading, Peter? <i>Peter:</i> I'm reading <i>The Story of Mai An Tiem</i> .
Phong: What do you think of the main character? <i>Linda:</i> I think she's kind.	Mai: What do you think of Mai An Tiem? <i>Peter:</i> I think he's hard-working.
3. Tony: What are you reading, Nam? <i>Nam:</i> <i>Aladdin and the Magic Lamp</i> .	
Tony: What do you think of Aladdin? <i>Nam:</i> He's generous.	

5. Write about your favourite book.

- Tell the class that they are going to write about their favourite books.
- Have them read the questions and check their understanding.
- Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing in pairs before inviting one or two to read their answers aloud.

Key: Answers vary

6. Let's play.

- Tell pupils that they are going to play *Storytelling*. Follow the instructions for *Physical line-up* in *Games in Introduction*.
- Divide the class into two teams. Give each team sheets with the same set of phrases from a story. Each member of the teams should have one sheet. Say a sentence from the story. Pupils with the phrases should line up to form the sentence. (E.g. *One day, King Hung got angry with Mai An Tiem*.) The first team that shows the correct sentence wins a point. The game continues until the teacher finishes the story. The team which has the most points wins the game. This is a fun way for pupils to practise their English in a competitive way.

Lesson 3

1 Listen and repeat.



What happened in the story? ↗ First, King Hung ordered Mai An Tiem and his family to live on an island. ↗

Then one day, An Tiem found some black seeds and he grew them. ↗

Next, An Tiem's family exchanged the watermelons for food and drink. ↗

In the end, King Hung let An Tiem and his family go back home. ↗

2 Listen and circle a or b. Then say the sentences aloud.



1. First, the poor girl went to the ____.

a. castle b. forest

2. Then she met a/an ____.

a. young man b. old man

3. Next, he gave her three ____.

a. wishes b. apples

4. In the end, she ____.

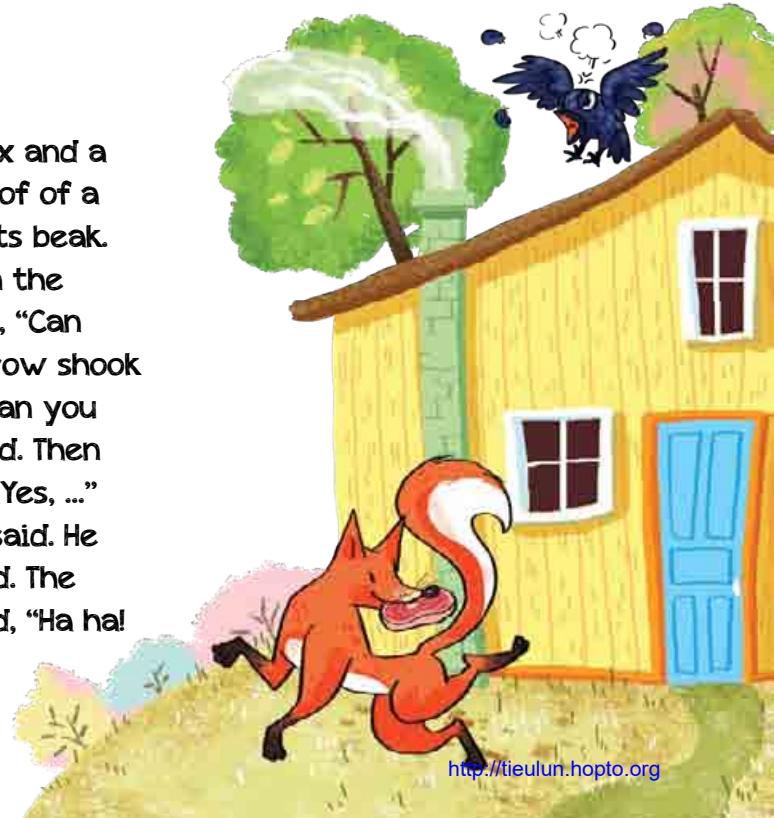
a. married a prince b. became a queen

3 Listen to the story.



The Fox and the Crow

A long time ago, there was a fox and a crow. The crow stood on the roof of a house with a piece of meat in its beak. The hungry fox was standing on the ground. The fox asked the crow, "Can you give me some meat?" The crow shook its head. Then the fox asked, "Can you dance?" The crow shook its head. Then the fox asked, "Can you sing?" "Yes, ..." the crow opened his beak and said. He dropped the meat on the ground. The fox picked up the meat and said, "Ha ha! Thanks for the meat."



Warm-up: Spend a few minutes revising the previous lesson by inviting two teams to play *Storytelling* in Lesson 2, Activity 6 before introducing Lesson 3.

1. Listen and repeat.

- Tell the class that they are going to practise saying the question and answers which have falling intonation.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral and individual repetition until they feel confident.

2. Listen and circle **a** or **b**. Then say the sentences aloud.

- Tell the class that they are going to listen to the recording and circle **a** or **b** to complete the sentences.
- Play the recording all the way through for them to listen. Play it again for them to do the task. Go around offering help, if necessary.
- Have them compare their answers before checking as a class. Then ask them to read the completed sentences aloud.

Key: 1 b 2 b 3 a 4 a

Audio script

1. First, the poor girl went to the forest.
2. Then she met an old man.
3. Next, he gave her three wishes.
4. In the end, she married a prince.

3. Listen to the story.

- Tell the class that they are going to listen to the story *The Fox and the Crow*. Teach them unfamiliar words. Check their comprehension of the story. Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat each line of the story. Divide the class into three teams: one says the narrator's words; one says the Fox's words and one says the Crow's words. The three teams swap their roles after the first round.
- Let pupils work in groups. Set a time limit for them to practise telling the story and doing actions.
- Invite three groups to tell the story and do actions.

4 Read and write.

Hi, I'm Mai. My hobby is reading folk tales. Folk tales are usually short and interesting. They often give me one surprise after another. The characters are sometimes honest, sometimes greedy, sometimes wise, sometimes stupid. I like *The Fox and the Crow* very much. The fox was clever and the crow was not. The crow lost its delicious meat and the fox got it. I love folk tales very much because each of them gives me a lesson in life.

1. What kinds of stories does Mai like reading?

2. What does she think of folk tales?

3. What does she think of the characters in folk tales?

4. What does she think of the characters in *The Fox and the Crow*?

5. Why does she love folk tales?



5 Write about the characters in your favourite story.

My favourite story is _____.

The main characters are _____.

I like _____ because he/she is _____.

6 Project

Tell a story and say what you think of the characters.

7 Colour the stars.

Now I can ...

- ask and answer questions about stories and the characters.
- listen to and understand texts about stories and the characters.
- read and understand texts about stories and the characters.
- write about the characters in a story.



Warm-up: Spend a few minutes having the class tell the story *The Fox and the Crow* in Activity 3.

4. Read and write.

- Tell the class that they are going to read the passage and answer the questions.
- Give the meanings of unfamiliar words and get pupils to read the questions and underline the key words in the passage. If necessary, get pupils to work in pairs or groups.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Have them compare their answers before checking as a class. Give explanations, if necessary.

Key: 1 She likes reading folk tales.

2 She thinks they are usually short and interesting.

3 She thinks the characters are sometimes honest, sometimes greedy, sometimes wise, sometimes stupid.

4 She thinks the fox was clever and the crow was not.

5 Because each of them gives her a lesson in life.

5. Write about the characters in your favourite story.

- Tell the class that they are going to write about the characters in their favourite story.
- Have them work in pairs or groups to decide on a story and discuss what they are going to write. Set a time limit for them to do the writing individually. Monitor the activity and offer help, if necessary.
- Remind them when to use capital letters. Also remind them to put commas or full stops in the appropriate places.
- Get them to swap and read what they have written in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to tell a story and say what they think of the characters.
- Get them to work in groups of five and decide which story to tell the class and what they think of the characters.
- Set a time limit for them to discuss and write notes. Select two or three groups to tell the stories and their opinions on the characters.

7. Colour the stars.

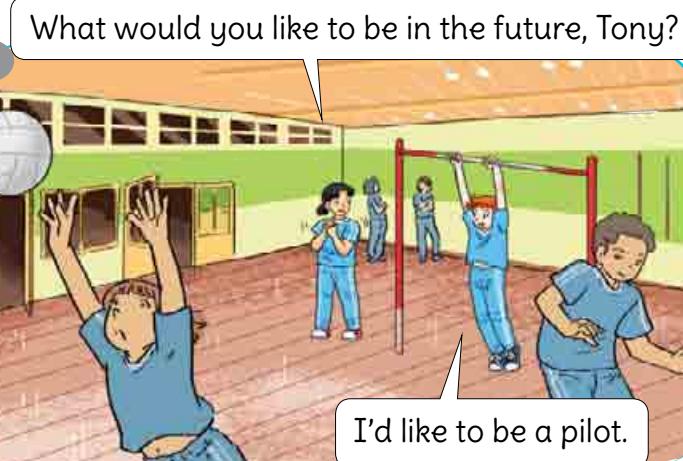
- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



a



What would you like to be in the future, Tony?

b

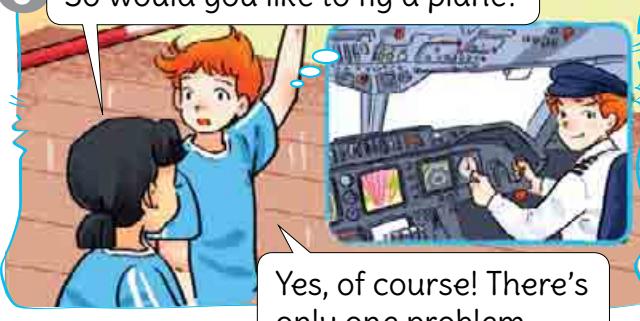


Is that why you work out so much in the gym?

I'd like to be a pilot.

Yes. Pilots have to be strong.

c



So would you like to fly a plane?

Yes, of course! There's only one problem.

d



What's that?

I'm scared of heights!

2 Point and say.



What would you like to be in the future?



I'd like to be a/an _____.

a



pilot

b



doctor

c



architect

d



writer

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Future plans*.
- ask and answer questions about what someone would like to be in the future, using *What would you like to be in the future? I'd like to be a/an ...*
- ask for and give reasons, using *Why would you like to be ...? Because I'd like to ...*
- say questions and answers with the correct intonation.

Warm-up: Spend a few minutes revising the previous lesson by having the class retell the story *The Fox and the Crow* in Unit 14, Lesson 3, Activity 3. Then get them to talk about their future jobs.

1. Look, listen and repeat.

- Tell the class that they are going to read a story about what Tony wants to do in the future.
- Have them look at the pictures and elicit their answers to these questions: *Who are they? Where are they? What are they talking about?* (Tony and Mai are in the school gym. In Picture a, Mai asks *What would you like to be in the future, Tony?* and Tony answers *I'd like to be a pilot*. In Picture b, Mai wants to know why he works out so much. Tony says that pilots have to be strong. In Pictures c and d, Tony says that he would like to fly a plane but he is scared of heights.) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about their future jobs, using *What would you like to be in the future? I'd like to be a/an ...*
- Have them look at the pictures and teach the new words: *pilot, architect* and *writer*. Get pupils to practise saying the sentence *I'd like to be a/an ...*, using the prompts under the pictures. Then point at the pictures and ask *What would you like to be in the future?*
- Have them practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their exchanges.

3 Let's talk.



Ask and answer questions about what you would like to be in the future.

What would you like to be in the future?

I'd like to be a/an _____.

4 Listen and tick.



1



a

b

c

2



a



b



c

3



a



b



c

5 Look and write.



1. A: What would you like to be in the future, Hoa?

B: I'd _____.



2. A: What would Mary like to be when she grows up?

B: She'd _____.



3. A: What would Linda and Trung like to do when they leave school?

B: They'd _____.

6 Let's sing.



What would you like to be in the future?

What would you like to be?
What would you like to be?
What would you like to be
In the future?
I'd like to be a teacher.

What would you like to be?
What would you like to be?
What would you like to be in the future?
I'd like to be a nurse.



What would you like to be?
What would you like to be?
What would you like to be in the future?
I'd like to write stories for children.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about their future jobs.
- Tell them to work in pairs, using the question and answer in their books. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to act out their exchanges. Then ask a pupil to tell the class about what his/her partner would like to be in the future. Give feedback to their performance.

Warm-up: Spend a few minutes revising *What would you like to be in the future?* and *I'd like to be a/an ...* by getting two pairs to act out the exchange in front of the class.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct pictures.
- Have them look at the pictures to identify the jobs (1a. A dentist/doctor. 1b. A writer. 1c. A teacher. 2a. An architect. 2b. A farmer. 2c. A teacher. 3a. A taxi driver. 3b. A footballer. 3c. A pilot.)
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers in pairs before checking as a class.

Key: 1 b 2 a 3 c

Audio script

1. <i>Tony:</i> Hi, Mai. What are you doing? <i>Mai:</i> I'm writing a short story. <i>Tony:</i> Oh. What would you like to be in the future? <i>Mai:</i> I'd like to be a writer. I'd like to write stories for children.	2. <i>Tony:</i> Would you like to be a teacher in the future, Linda? <i>Linda:</i> No. I'd like to be an architect. <i>Tony:</i> I see. You like drawing, don't you? <i>Linda:</i> Yes, I do.
3. <i>Linda:</i> What would you like to be in the future, Phong? <i>Phong:</i> I'd like to be a pilot. I would like to fly a plane. <i>Linda:</i> So you have to study hard, right? <i>Phong:</i> Yes, that's right.	

5. Look and write.

- Tell the class that they are going to answer questions about future jobs.
- Give time for them to do the task in pairs. Go around and offer help, if necessary.
- Get them to compare their answers before checking as a class.

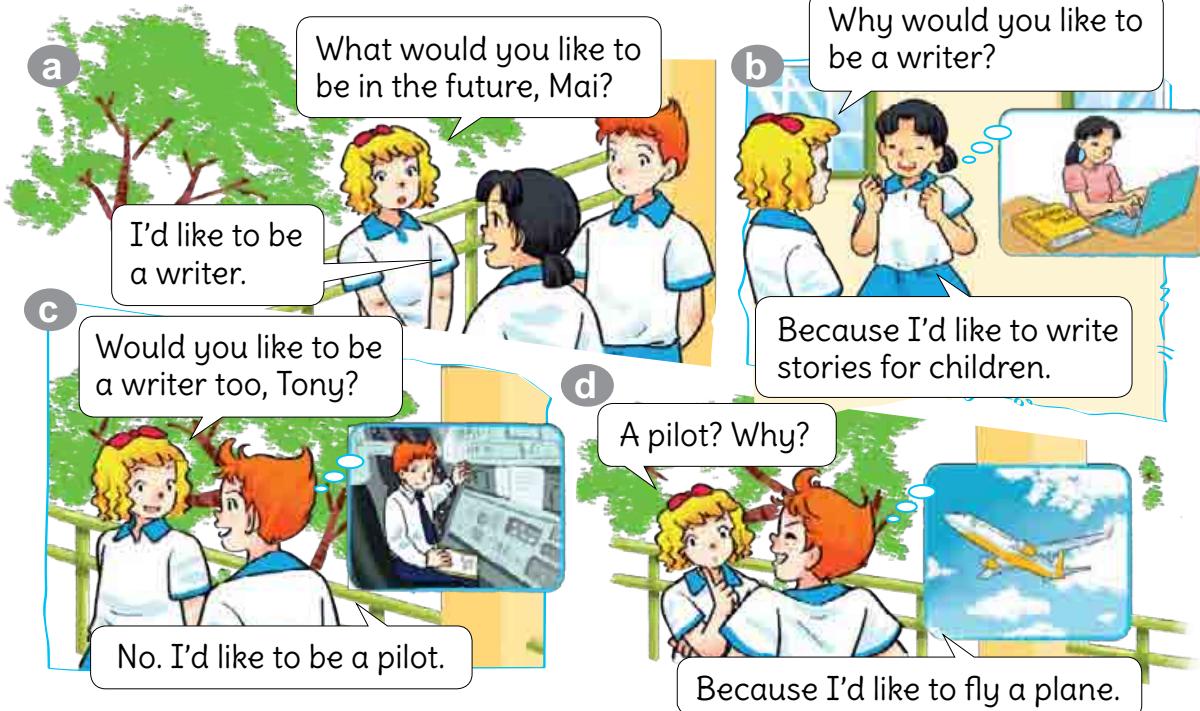
Key: 1 like to be a teacher 2 like to be a doctor 3 like to be architects

6. Let's sing.

- Tell the class that they are going to sing the song *What would you like to be in the future?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line. Then have them practise in groups: one sings the questions and the other sings the answers.
- Invite two groups of four pupils to go to the front to sing and do actions and the class to clap their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



2 Point and say.

Why would you like to be _____?



Because I'd like to _____.



a nurse/look after patients



a writer/write stories for children



a pilot/fly a plane



an architect/design buildings

3 Let's talk.

Ask and answer questions about your future jobs.

What would you like to be in the future?

I'd like to be a/an _____.

Why would you like to be a/an _____?

Because I'd like to _____.

Warm-up: Spend a few minutes revising the previous lesson by asking two groups to come to the front of the class to sing *What would you like to be in the future?* and do actions. Have the rest of the class sing with them and clap their hands along to the rhythm.

1. Look, listen and repeat.

- Tell the class that they are going to read the story to find out what Mai and Tony would like to be and why.
- Have them look at the pictures and ask them these questions: *Who are they? What does Linda want to know? What would Mai like to be in the future? Why? What would Tony like to be in the future? Why?* (In Picture a, Mai says she would like to be a writer. In Picture b, Linda asks *Why would you like to be a writer?* and Mai answers *Because I'd like to write stories for children*. In Picture c, Tony says he would like to be a pilot. In Picture d, Linda asks *Why?* and Tony answers *Because I'd like to fly a plane*.) Check pupils' comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing at the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking for and giving reasons, using *Why would you like to be ...? Because I'd like to ...*
- Ask them to look at the pictures and teach the phrases under them. Then have them practise saying the question *Why would you like to be ...?* before practising saying the answer *Because I'd like to ...*
- Point to the pictures respectively and ask the questions for the class to answer, using the prompts under the pictures. Repeat the same procedure but this time divide the class into two groups: one group asks and the other answers the question.
- Get pupils to practise asking and answering the question in their books. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to act out the exchanges in front of the class.

3. Let's talk.

- Tell the class that they are going to practise further by asking for and giving reasons.
- Have them work in pairs, using the questions and answers in their books.
- Invite a few pairs to perform the task. Then ask some of them to tell the class what they would like to be in the future and give their reasons. Give feedback to their performance.

4 Listen and circle a, b or c.



1. Trung would like to be _____.
a. an engineer b. an artist c. an architect
2. Mai would like to be _____.
a. a nurse b. a teacher c. a singer
3. Tony would like to _____.
a. drive a car b. fly a plane c. work in a factory
4. Tom would like to _____.
a. grow vegetables b. look after flowers c. work on a farm

5 Read and complete.



do
nurse
look after
write
hospital

A: What would you like to be in the future?
B: I'd like to be a (1) _____.
A: Why?
B: Because I'd like to (2) _____ patients.
A: Where would you like to work?
B: In a (3) _____ in the countryside.
A: What would you like to (4) _____ in your free time?
B: I'd like to (5) _____ comic stories.



6 Let's play.



Pelmanism



Warm-up: Spend a few minutes revising the previous lesson by inviting some pupils to talk about what they would like to be in the future and give their reasons. Then get them to play *Pass the secret!*, using the questions and answers they have learnt in Lesson 1 and Lesson 2.

4. Listen and circle a, b or c.

- Tell the class that they are going to listen and circle a, b or c to complete the sentences.
- Play the recording all the way through for them to listen. Play it again for them to do the task. Tell them that they should focus on the future jobs that Trung, Mai, Tony and Tom would like to have.
- Get pupils to compare their answers before checking as a class.

Key: 1 c 2 a 3 b 4 c

Audio script

1. Linda: What would you like to be in the future, Trung?	2. Nam: Would you like to be a teacher, Mai?
Trung: I'd like to be an architect.	Mai: No. I'd like to be a nurse. I'd like to look after patients.
Linda: Why?	Nam: Working as a nurse is hard work.
Trung: Because I would like to design buildings for my town.	Mai: Yes, I know. But I think I'll like it.
3. Linda: Would you like to be a singer or a footballer, Tony?	4. Mai: What would you like to be in the future, Tom?
Tony: I'd like to be a pilot.	Tom: Let me see. Oh, I'd like to be a farmer.
Linda: A pilot? Why?	Mai: Farmer? Why would you like to be a farmer?
Tony: Because I would like to fly a plane.	Tom: Because I'd like to work on a farm.

5. Read and complete.

- Tell the class that they are going to read the text and fill the gapped sentences.
- Have them read the dialogue and check their comprehension. Give the meanings of unfamiliar words, if necessary.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get them to compare their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogue.

Key: 1 nurse 2 look after 3 hospital 4 do 5 write

6. Let's play.

- Tell the class that they are going to play *Pelmanism*. Follow the procedure in *Games in Introduction*.
- Ask them to play in small groups. Prepare two sets of cards for each group, one with jobs and the other with work places.
- One player in each group shuffles the cards and lays them face down on the table. Each player takes turns to select two cards and turns them over. If the cards show the job and the relevant work place, that player wins the pair and goes on to turn over another pair of cards. If the cards do not match, the player should turn them face down again and the next player has a turn. The game ends when all the cards are gone. The winner is the player with the most cards.

Lesson 3

1 Listen and repeat.

1. What would you like to be in the future? ↗

I'd like to be a nurse. ↗

2. Why would you like to be a nurse? ↗

Because I'd like to look after patients. ↗

2 Listen and mark the sentence intonation (↗). Then say the sentences aloud.

1. A: What would he like to be in the future?

B: He'd like to be a teacher.

2. A: Where would he like to work?

B: He'd like to work in a school.

3. A: Why would he like to be a teacher?

B: Because he'd like to teach young children.

3 Let's chant.



What would you like to be
in the future?

What would you like to be?
I'd like to be a nurse.



What would you like to do?
I'd like to look after children.

Where would you like to work?
I'd like to work in the mountains.

I'd like to be a nurse.
I'd like to look after children.
I'd like to work in the mountains.



Warm-up: Spend a few minutes revising the previous lesson by having the class play *Pelmanism*. You may also give the class a dictation to write, using the questions and answers that they have learnt in Lesson 1 and Lesson 2.

1. Listen and repeat.

- Tell the class that they are going to practise saying questions and answers with falling intonation.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition until they feel confident.
- Get some pairs of pupils to say the questions and answers. Correct the pronunciation, if necessary.

2. Listen and mark the sentence intonation (↗). Then say the sentences aloud.

- Tell the class that they are going to listen to the recording and mark the intonation with arrows.
- Play the recording all the way through for them to listen. Play it again for them to mark the intonation.
- Have pupils swap and check their answers before checking as a class. Then ask the class to read the sentences aloud.

Audio script and key

1. A: What would he like to be in the future? ↗
B: He'd like to be a teacher. ↗
2. A: Where would he like to work? ↗
B: He'd like to work in a school. ↗
3. A: Why would he like to be a teacher? ↗
B: Because he'd like to teach young children. ↗

3. Let's chant.

- Tell the class that they are going to say the chant *What would you like to be in the future?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition. Get them to practise chanting and doing actions in groups.
- Call two groups to the front of the class to chant and do actions: one group chants the questions and the other chants the answers. The rest of the class claps their hands along to the rhythm.

4 Read and tick True (T) or False (F).



My name is David. I'd like to be an astronaut in the future. I'd like to fly in space and work with other people in a spaceship. It's important work and very exciting. I'd like to get out of the spaceship and walk in space. I'd also like to visit other planets. I'm studying hard at school. I hope my dream will come true one day.

1. David would like to be an astronaut.
2. He would like to work with other people.
3. He would like to travel around the world.
4. He would like to walk in space.
5. He would like to visit other planets.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

5 Write about what you would like to be and do in the future.



My name is _____.

I'm studying at _____.

I'd like to be _____ in the future.

I'd like to _____.

In my free time, I'd like _____.

6 Project



Make a poster about what you would like to be in the future and tell the class about it.

7 Colour the stars.



Now I can ...

- ask and answer questions about future plans.
- listen to and understand texts about future plans.
- read and understand texts about future plans.
- write about my dream job.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups of pupils to say the chant *What would you like to be in the future?* in Activity 3 and do actions. Get the rest of the class to chant with them and clap their hands along to the rhythm.

4. Read and tick True (T) or False (F).

- Tell the class that they are going to read about David's future job and tick True (T) or False (F).
- Get them to read the passage and check their comprehension. Give the meanings of unfamiliar words.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to compare their answers before checking as a class. If time allows, get some pairs to ask and answer questions about David's future job.

Key: 1 T 2 T 3 F 4 T 5 T

5. Write about what you would like to be and do in the future.

- Tell the class that they are going to write about what they would like to be and do in the future.
- Have them work in pairs or groups to discuss their ideas.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get them to compare their answers before checking as a class. If there is time, invite some pupils to read their writing aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to make a poster about what they would like to be in the future and tell the class about it.
- Ask pupils to discuss in groups of three. They should draw pictures to represent the jobs and write sentences about them.
- Set a time limit for them to do the task.
- Invite two or three groups to show their posters and talk about them. (E.g. *Minh would like to be a pilot because he'd like to fly a plane. Hung would like to be an architect because he'd like to design buildings. Hanh would like to be a nurse because she'd like to look after patients.*)

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

REVIEW

3



1 Listen and tick.



1.

a



b



c

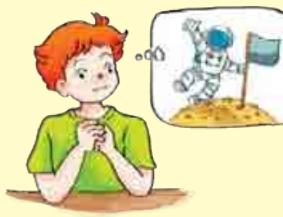


2.

a



b



c



2 Listen and number.



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and my family*.
- read and identify specific information related to the theme *Me and my family*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.

1. Listen and tick.

- Tell pupils that they are going to listen and tick the correct pictures. Give them a few seconds to look at the pictures. Ask them to identify each character and what's the matter with him/her or what he/she is doing.
- Play the recording all the way through for the class to listen. Play it again for them to tick the boxes.
- Get them to compare their answers before checking as a class. Give explanations for the answers which pupils find difficult. Play the recording again to confirm the answers.

Key: 1 b 2 c

Audio script

1. Mai: Where's Linda?	2. Nam: What's your hobby, Tony?
Mary: She's at the doctor now.	Tony: I like sports.
Mai: What's the matter with her?	Nam: What would you like to be in the future?
Mary: She has a stomach ache.	Tony: I'd like to be a footballer.

2. Listen and number.

- Tell pupils that they are going to listen and number the pictures in the order they hear them.
- Give them a few seconds to look at the pictures. Check comprehension.
- Play the recording all the way through for pupils to listen. Play it again for them to number the pictures.
- Get pupils to compare their answers before checking as a class.

Key: a 2 b 1 c 4 d 3

Audio script

1. Linda: What's the matter with you?	2. Linda: What do you often do in your free time?
Mary: I have a toothache.	Phong: I often go skating in the park.
Linda: Poor you. You should go to the doctor. And you shouldn't eat sweets.	Linda: Really?
Mary: I know, you're right.	Phong: Yes, because skating is my favourite sport.
3. Linda: What do you want to do now?	4. Linda: Where are you going?
Nam: I want to make a paper plane.	Quan: I'm going to the park. I'm going to ride my bike with my friends there.
Linda: Why?	Linda: Don't ride your bike too fast! It's dangerous.
Nam: Because I like planes and I'd like to be a pilot when I grow up.	

3 Listen and write one word in the blank.



1. Trung wants to _____ buildings.
2. Mary likes _____ in her free time.

4 Read and complete.



My name is Tony. I often read science books and do sports in the gym. I want to be strong and good at science because I would like to be a pilot. I want to fly planes.



My friends Mai and Linda like different things.

Mai often reads books. She would like to be a writer because she would like to write stories for children. Linda often draws pictures in her free time. She would like to be an architect because she would like to design buildings.

Name	Hobby	Future job	Reason
Tony	reads science books and does sports	(1)	(2)
Mai	(3)	writer	(4)
Linda	(5)	architect	would like to design buildings

5 Write about you.



1. What do you do in your free time?

2. What would you like to be in the future? Why?

3. What story are you reading now?

4. Who is the main character in your favourite story?

5. What do you think of the main character in that story?

3. Listen and write one word in the blank.

- Tell pupils that they are going to listen and write one word in each gap.
- Give them a few seconds to read the gapped sentences and guess the answers based on the surrounding words.
- Play the recording the first time all the way through for pupils to listen and write. Play it the second time for them to check their answers.
- Get pupils to swap and compare their answers before checking as a class.

Key: 1 design 2 reading

Audio script

1. <i>Nam:</i> What would you like to be in the future, Trung?	2. <i>Nam:</i> What are you reading, Mary?
<i>Trung:</i> I'd like to be an architect.	<i>Mary:</i> I'm reading <i>The Story of Tam and Cam</i> .
<i>Nam:</i> Why would you like to be an architect?	<i>Nam:</i> Do you like reading fairy tales?
<i>Trung:</i> Because I want to design buildings.	<i>Mary:</i> Yes, I do. I like reading very much.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the table.
- Give them time to look at the table and think of the information needed to fill the gaps. Ask pupils to read the text in silence and complete the table.
- Get pupils to compare their answers in pairs before checking as a class. Give explanations, if necessary.

Key: 1 pilot 2 wants to fly planes 3 reads books
4 would like to write stories for children 5 draws pictures

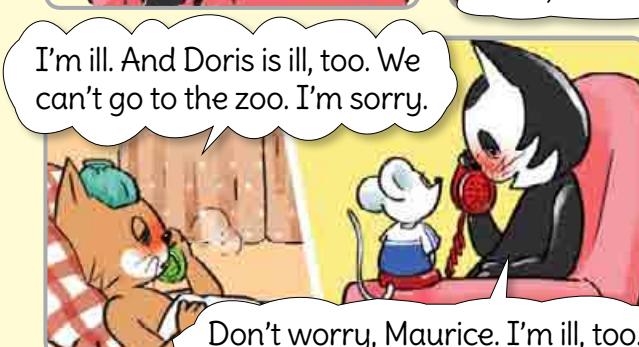
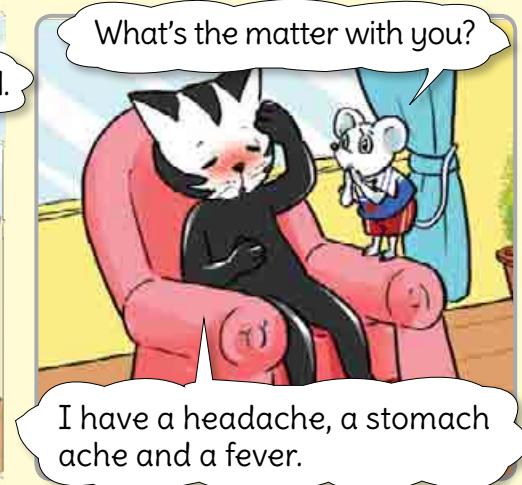
5. Write about you.

- Tell pupils that they are going to write sentences about themselves.
- Give them time to read the questions in silence. Check their understanding and remind them when to use capital letters and where to put full stops and commas.
- Get pupils to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

Short story Cat and Mouse 3

1 Read and listen to the story.



1. Read and listen to the story.

- Tell the class that they are going to read and listen to the story.
- Set a time limit for them to read the story.
- After pupils read the story, ask them some questions: *Where are Chit and Miu? What's the matter with Miu? What's Miu going to do with Maurice and Doris? Where's Mauris? What's the matter with him?* (Chit and Miu are in the living room. Miu has a headache, a stomach ache and a fever. Miu is going to the zoo with Maurice and Doris. Maurice is at home. He's ill.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to listen and repeat.

Audio script

Chit: Good morning, Miu, how are you today?
Miu: Hello, Chit. I'm not very well.
Chit: What's the matter with you?
Miu: I have a headache, a stomach ache and a fever.
Chit: Oh, that's terrible. You should go back to bed.
Miu: I can't. I have to go out.
Chit: Why?
Miu: Because I'm going to the zoo with Maurice and Doris.
Miu: Hello, Miu speaking.
Maurice: Hello, Miu. It's Maurice here.
Miu: Hello, Maurice. How are you?
Maurice: I'm ill. And Doris is ill, too. We can't go to the zoo. I'm sorry.
Miu: Don't worry, Maurice. I'm ill, too. We can go to the zoo next week.
Miu: Maurice and Doris are ill, too. They can't go to the zoo.
Chit: Good!
Miu: Good?
Chit: Yes! You can stay home and go to bed!

2 Answer the questions.

1. Is Miu feeling well?
2. What's the matter with him?
3. What is he going to do today?
4. Can Maurice and Doris go to the zoo?
5. What can Miu do today?

3 Unscramble these words from the story.

a. chadahee b. bletierr c. skigpean d. usecabe e. ttream

4 Read and complete.

A: How are you today?
B: I'm not feeling very (1) _____.
A: What's the (2) _____ with you?
B: I (3) _____ a stomach ache.
A: You should (4) _____ in bed.
B: I can't.
A: Why (5) _____?
B: I have to go to school.

5 Work in pairs. Imagine you are sick. Talk about how you feel.

6 Read and match.

1. What's the matter with your brother?
2. Is he going to see a doctor?
3. What about you? How are you?
4. Are you going to stay in bed?
5. Why not?

- a. Yes, he is.
- b. I have a headache.
- c. No, I'm not.
- d. Because I have to go to school.
- e. He has a stomach ache.

2. Answer the questions.

- Tell pupils that they are going to answer the questions about the story.
- Give them time to look at the story again, then read the questions and answer them in pairs. Check comprehension and give feedback.
- Invite some pairs to say the answers aloud. Encourage them to use complete sentences.

Key: 1 No, he isn't.

2 He has a headache, a stomach ache and a fever.

3 He's going to the zoo with Maurice and Doris.

4 No, they can't.

5 He can stay in bed.

3. Unscramble these words from the story.

- Tell pupils that they are going to put the letters in the correct order and write the words from the conversation in Activity 1. Do the first word as an example.
- Give them time to do the task. Give the first letters of the words, if necessary.
- Get pupils to swap and check their answers before checking as a class.

Key: a headache b terrible c speaking d because e matter

4. Read and complete.

- Tell pupils that they are going to read and complete the gapped sentences.
- Give them a few seconds to read the conversation in silence. Check comprehension.
- Set a time limit for them to do the task. Tell them to read the story again if they do not know the answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 well 2 matter 3 have 4 stay 5 not

5. Work in pairs. Imagine you are sick. Talk about how you feel.

- Tell pupils that they are going to practise talking about how they feel when they are sick. They can use the conversation in Activity 4 to help them.
- Give them time to do the task in pairs.
- Invite a few pairs to act out the dialogues. Correct the pronunciation, if necessary.

6. Read and match.

- Tell pupils that they are going to read and match the questions with the answers.
- Give them a few seconds to read the sentences.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers in pairs before checking as a class.

Key: 1 e 2 a 3 b 4 c 5 d

Unit 16 Where's the post office?

Lesson 1

1 Look, listen and repeat.



Excuse me,
where's the
park, please?

Go straight
ahead. It's at the
end of the street.

a

Thank you.

Excuse me, where's the toilet, please?

It's over there,
near the lake.

b

Thanks a lot.

You're welcome.

Excuse me, is the museum near here?

No, it isn't. Turn left. It's on
the corner of the street,
next to the theatre.

Thank you.

c

Thanks
a lot.

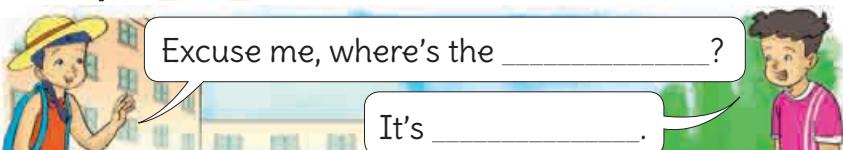
Excuse me, where's the post office?

Turn right. It's between the
supermarket and the cinema.

d

You're welcome.

2 Point and say.



a



bus stop/
next to/
stadium

b



pharmacy/
opposite/
market

c



theatre/
between/
cinema/supermarket

d



museum/
on the corner
of the street

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Asking for and giving directions*.
- ask and answer questions about directions, using *Excuse me, where's the ...? It's ...*
- ask and answer questions about means of transport, using *How can I get to ...? You can ...*
- say questions and answers with the correct intonation.

Warm-up: Invite a few pupils to role-play the short story in Review 3. Then introduce Unit 16 by writing *Where's the post office?* on the board and check their comprehension. Have pupils repeat the title once or twice.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story. Point at the pictures and elicit their answers to these questions: *Who is it? What is she doing? Where does she want to go?* (Akiko is asking for directions. In Picture a, Akiko wants to go to the park. In Picture b, she wants to go to the toilet. In Picture c, she wants to go to the museum. In Picture d, she wants to go to the post office.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about directions, using *Excuse me, where's the ...? It's ...*
- Teach the meanings of the words and phrases under the pictures. Have pupils say them once or twice before getting them to practise saying *Excuse me, where's the ...?* using the first parts of the prompts. Then point at each picture and ask the question *Where's the ...?* for them to answer, using the second parts of the prompts. (E.g. *Excuse me, where's the bus stop? It's next to the stadium.*)
- Have pupils practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to ask and answer the questions in this section.

3 Let's talk.



Ask and answer questions about directions.

Where's the _____?

It's next to/opposite _____.

It's between _____ and _____.

It's on the corner of _____.

Turn right/left _____.

4 Listen and tick.



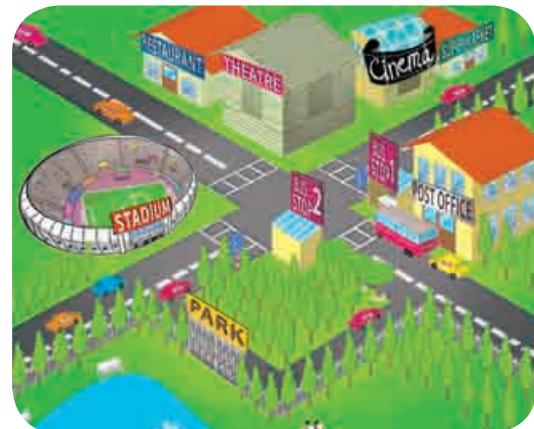
	Opposite the pharmacy	Between the supermarket and the cinema	Next to the stadium	Go along the street and turn left
The museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The supermarket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The bus stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The post office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Look, read and complete. Use one of the words/phrases twice.



between on the corner opposite next to

1. The theatre is _____ the stadium.
2. The cinema is _____ the theatre and the supermarket.
3. The stadium is _____ of the street.
4. Bus stop 1 is _____ Bus stop 2.
5. The post office is _____ Bus stop 1.



6 Let's sing.



Where's the bus stop?

Excuse me, where's the bus stop?

Where's the bus stop?

Go straight ahead.

It's on the corner,

At the end of the street.

Excuse me, where's the park?

Where's the park?

Go straight ahead.

Then turn left.

It's opposite the museum.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about directions. Get them to work in pairs to ask and answer the question in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their exchanges in front of the class. Then give feedback.

Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs to act out the story in Activity 1.

4. Listen and tick.

- Tell the class that they are going to listen to the recording and tick the boxes.
- Ask them to read the text in the table. Then play the recording all the way through for them to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class. Play the recording again to confirm the answers.

Key: **The museum:** Next to the stadium

The supermarket: Go along the street and turn left

The bus stop: Opposite the pharmacy

The post office: Between the supermarket and the cinema

Audio script

1. Akiko: Where's the museum? Nam: I'll take you there. Akiko: Is it far? Nam: No, not at all. It's next to the stadium. We can walk.	2. Akiko: Where's the supermarket, Nam? Is it far from here? Nam: Not very far. Go along the street and turn left. Akiko: OK. Let's go there.
3. Tony: I want to buy some presents. Mai: OK. Let's go to the souvenir shops. Tony: Are they far from here? Mai: Yes, they are. We'll go by bus. Tony: Where's the bus stop? Mai: It's opposite the pharmacy.	4. Tony: I'd like to send these postcards. Where's the post office, Mai? Mai: Go straight ahead. Turn right at the end of the street. It's between the supermarket and the cinema. Tony: Thanks a lot, Mai. Mai: You're welcome.

5. Look, read and complete. Use one of the words/phrases twice.

- Tell the class that they are going to look at a map and fill the gapped sentences with *between*, *on the corner*, *opposite* and *next to*.
- Give pupils a few seconds to read the text and the words in the box. Remind them to focus on the places on the map and help them to identify their names.
- Set a time limit for them to do the task independently.
- Get pupils to swap and compare their answers before checking as a class.

Key: 1 opposite 2 between 3 on the corner 4 opposite 5 next to

6. Let's sing.

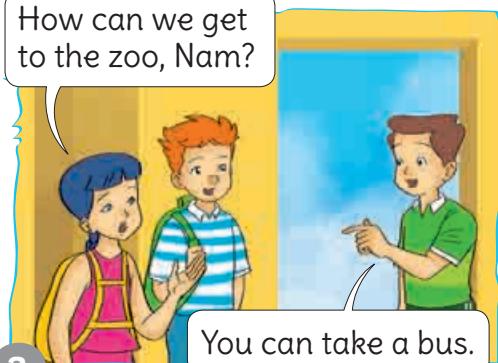
- Tell the class that they are going to sing *Where's the bus stop?* Have them read the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books.
- When they are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions in front of the class. The rest of the class claps their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



How can we get to the zoo, Nam?



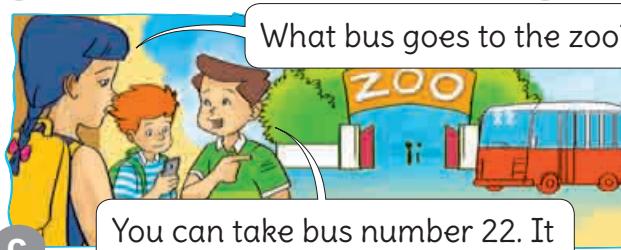
a

Where's the bus stop?



b

Go out of this building. Turn right. It's on the next corner.



c

What bus goes to the zoo?



d

It's very kind of you, Nam. Thanks a lot.

You're welcome.

2 Point and say.



How can I get to _____?



You can _____.

a



the post office/
walk for five minutes

b



Phu Quoc Island/
take a boat

c



Sa Pa/
take a coach

d



Ho Chi Minh City/
go by plane

3 Let's talk.



Ask and answer questions about how to get to these places:

- the post office/the supermarket/the cinema
- Ha Noi/Ho Chi Minh City/Singapore

How can I get to _____?

You can _____.

Warm-up: Spend a few minutes having the class sing *Where's the bus stop?* before introducing Lesson 2.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *Who are they? Where are they? What are they talking about? Where do Tony and Akiko want to go? How can they get there?* (Akiko and Tony want to go to the zoo. In Picture a, Akiko asks *How can we get to the zoo, Nam?* and Nam answers *You can take a bus.* In Pictures b, c and d, Nam tells them where the bus stop is and which bus to take.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about means of transport, using *How can I get to ...? You can ...*
- Check their understanding of the phrases under the pictures and have them say these phrases once or twice.
- Point at the pictures for pupils to practise saying the question *How can I get to ...?*, using the first parts of the prompts. Then repeat the procedure with the answers *You can ...*, using the second parts of the prompts.
- Ask pupils to practise asking and answering in pairs, pointing at the pictures in this section.
- Invite one or two pairs to perform the activity.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about how to get to different places.
- Get pupils to work in pairs. Remind them to use the question and answer in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their exchanges in front of the class.

4 Listen and write one word in each box.



How can they get there?

By ...

1. Akiko

2. Tony

3. Mai

4. Linda

5 Read and complete. Then say aloud.



Mai: We're going to have a school (1) _____ next weekend.

how

Akiko: Where are you going?

welcome

Mai: We're going to the (2) _____.

Akiko: Is it far from your school?

foot

Mai: No, it isn't.

have

Akiko: How are you going to get there?

trip

Mai: On (3) _____.

zoo

Tony: I'll go to Ho Chi Minh City tomorrow.

Mai: (4) _____ are you going to get there?

Tony: By plane because I don't have much time.

Mai: (5) _____ a nice trip!

Tony: Thanks a lot, Mai.

Mai: You're (6) _____.

6 Let's play.



Where's the cinema?

We are here, at Lemon Street. Turn right at Pear Street. Go straight ahead. It's _____.



Giving Directions



Warm-up: Spend a few minutes revising the previous lesson by having some pupils act out the story in Activity 1.

4. Listen and write one word in each box.

- Tell the class that they are going to listen and write one word in each box.
- Ask them to look at the pictures and identify the means of transport.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class.
- Play the recording a third time to confirm the answers.

Key: 1 Akiko: boat 2 Tony: taxi 3 Mai: coach 4 Linda: plane

Audio script

1. Akiko: I want to visit Phu Quoc Island. <i>Mai:</i> How can I get there, Mai?	2. Tony: Where's West Lake, Nam? Is it far from here? <i>Nam:</i> Yes, quite far. Do you want to go there?
<i>Mai:</i> You can take a boat from here in Ho Chi Minh City.	Tony: Yes, I do. How can I get there? <i>Nam:</i> You can take a taxi.
Akiko: Great idea. Thanks a lot, Mai.	4. Linda: I have some friends in Ho Chi Minh City. I'm going to see them next Sunday.
<i>Mai:</i> You're welcome.	Mai: How are you going to get there? <i>Linda:</i> By plane.
3. Tony: Where are you going next weekend, Mai?	Mai: Great. It's faster than by coach or train. Have a nice trip!
<i>Mai:</i> I'm going to Hau Giang Province.	Linda: Thanks, Mai.
Tony: Is it far from Ho Chi Minh City?	
<i>Mai:</i> Yes, quite far.	
Tony: How are you going to get there?	
<i>Mai:</i> I think I'll go by coach.	

5. Read and complete. Then say aloud.

- Tell the class that they are going to read and fill the gapped sentences.
- Have them read the conversations and check their understanding.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Get pupils to swap and compare their answers before checking as a class.
- Divide the class into three groups to act out the conversations.

Key: 1 trip 2 zoo 3 foot 4 How 5 Have 6 welcome

6. Let's play.

- Tell the class that they are going to play *Giving directions* in groups of eight to ten.
- Explain how to play the game: S1 in each group asks directions to a place on the map. S2 gives the directions. If the directions are correct, S2 will ask S3 directions to another place. If the directions are wrong, S2 is out of the game and S1 asks S3 directions. The game ends when all pupils are out except one in each group. Then these pupils can continue the game until there is only one pupil left, and he/she will be the winner.
- To make it more challenging, you may create different versions of the map, with different buildings missing in them. Pupils in each group then take turns to tell the directions to different buildings, until all places on the map have been used.

Lesson 3

1 Listen and repeat.



1. Where's the post office? ↗
2. Where's the cinema? ↗
3. Where's the supermarket? ↗

It's opposite the stadium. ↗

It's next to the post office. ↗

It's on the corner of the street. ↗

2 Listen and circle a or b. Then ask and answer.



1. Where's the cinema?

a. It's opposite the museum.
b. It's opposite the library.

2. Where's the restaurant?

a. It's next to the supermarket.
b. It's next to the stadium.

3. Where's the park?

a. It's on the corner of the street.
b. It's at the end of the street.

3 Let's chant.



How can we get there?

Where's the park?

It's not very far.

How can we get there?

We can go on foot.

Where's the supermarket?

It's at the end of the street.

How can we get there?

We can take a taxi.

Where's Phu Quoc Island?

It's very far from here.

How can we get there?

We can go by boat.



Warm-up: Spend a few minutes revising the previous lesson by inviting three pupils to act out the conversations in Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers with the correct intonation.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the questions and answers twice.

2. Listen and circle **a** or **b**. Then ask and answer.

- Tell the class that they are going to listen to the recording and circle **a** or **b** to answer the questions.
- Give them a few seconds to read the questions and answers in silence.
- Play the recording for pupils to listen and do the task. Then play it again for them to check the answers.
- Get them to swap and compare their answers before checking as a class.
- If there is enough time, divide the class into two groups to ask and answer these questions.

Key: **1** b **2** b **3** a

Audio script

1. Where's the cinema?
It's opposite the library.
2. Where's the restaurant?
It's next to the stadium.
3. Where's the park?
It's on the corner of the street.

3. Let's chant.

- Tell the class that they are going to say the chant *How can we get there?* Have them read the chant in silence and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Put the class into two groups to practise chanting: one group says the questions and the other says the answers.
- Have them practise saying the chant and doing actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps their hands along to the rhythm.

4 Read and do the tasks.

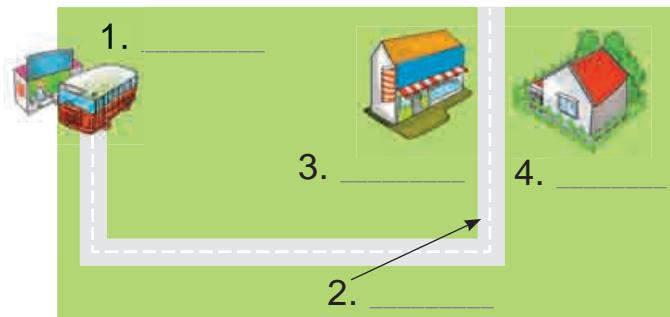


Dear Linda,

I'm happy you're going to visit me. You can take bus Number 12 at West Street and get off at the fifth stop. Then walk along the street for five minutes. You will see Pear Street at the end of the street. Turn left and you will see a pharmacy on the left. My house is opposite the pharmacy. It is behind a green fence.

See you!
Tony

1 Label the places.



2 Answer the questions.

1. What bus should Linda take?
2. Where should she get off the bus?
3. What's the name of the road at the end of the street?
4. What's opposite Tony's house?
5. What colour is the fence of Tony's house?

5 Write the directions.



1. A: Where's the park?
B: You are here, at Lemon Street.
Go _____.
2. A: Where's the pharmacy?
B: Go _____.



6 Project



Draw a simple map to show the way to your home from your school.

7 Colour the stars.



Now I can ...

- ask and answer questions about directions and means of transport.
- listen to and understand texts about giving directions.
- read and understand texts about giving directions.
- write directions.



Warm-up: Spend a few minutes having the class say the chant *How can we get there?* and do actions.

4. Read and do the tasks.

1. Label the places.

- Tell the class that they are going to read the passage and label the places on the map.
- Explain the unfamiliar words, if necessary.
- Set a time limit for pupils to do the task. Monitor the activity and offer help, if necessary.
- Have pupils compare their answers before checking as a class.

Key: 1 bus stop 2 Pear Street 3 pharmacy 4 Tony's house

2. Answer the questions.

- Tell pupils that they are going to answer the questions about the text.
- Get pupils to read the questions and underline the key words.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Have pupils swap and compare their answers before checking as a class.

Key: 1 She should take bus Number 12. 2 She should get off at the fifth stop.

3 It's Pear Street.

4 A pharmacy is opposite his house.

5 It's green.

5. Write the directions.

- Tell the class that they are going to write the directions, using the map.
- Give them time to read the map and the questions.
- Ask them to work in pairs. Monitor the activity and offer help, if necessary.
- Get pupils to swap and compare what they have written before checking as a class.
- Invite one or two pairs to act out the exchanges and give feedback.

Key: 1 Go straight ahead. Turn right at Orange Street. The park is on the corner of Orange Street and Apple Street.

2 Go straight ahead. Turn right at Pear Street. The pharmacy is on the corner of Pear Street and Apple Street/opposite the cinema.

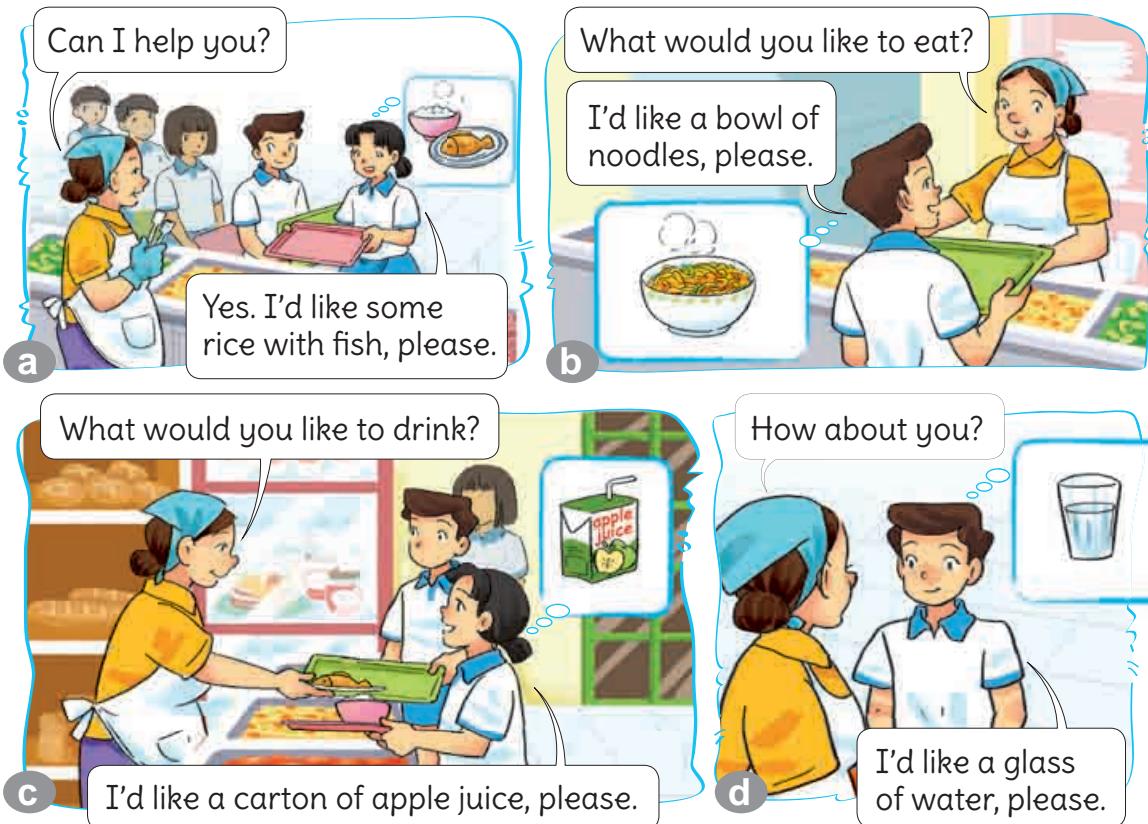
6. Project

- Tell the class that they are going to draw a simple map to show the way to their home from their school.
- Ask them to work in groups and decide whose home they will use to draw the map. They should write notes to give directions from the home to their school.
- Have the class display their maps, and select a few groups to give the directions.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat. 2 Point and say. 

What would you like to eat/drink?

I'd like _____, please.



a packet of biscuits



a bar of chocolate



a glass of orange juice



a carton of lemonade

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Healthy food and drink*.
- ask and answer questions about what someone would like to eat or drink, using *What would you like to eat/drink? I'd like ..., please*.
- ask and answer questions about the quantity of food and drink, using *How many/much ... do you eat/drink every day? I eat/drink ...*
- say questions and answers with the correct intonation.

Warm-up: Have the class talk about directions, using the map they made for Unit 16, Lesson 3, Activity 6. Invite a few pupils to show their maps and give directions from their home to the school. Introduce the new lesson by writing the title *What would you like to eat?* on the board and have pupils repeat it once or twice.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story. Have the class look at the pictures. Introduce the story by pointing at each picture and elicit their answers to these questions: *Who is he/she? Where are they? What would he/she like to eat? What would he/she like to drink?* (Mai and Nam are in the school canteen, ordering food and drink. In Picture a, Mai says *I'd like some rice with fish, please*. In Picture b, the lady asks Nam *What would you like to eat?* and Nam answers *I'd like a bowl of noodles, please*. In Picture c, the lady asks Mai *What would you like to drink?* and she answers *I'd like a carton of apple juice, please*. In Picture d, Nam says *I'd like a glass of water, please*.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about healthy food and drink, using *What would you like to eat/drink? I'd like ..., please*.
- Teach the meanings of *a packet of biscuits*, *a bar of chocolate* and *a carton of lemonade*.
- Point at the pictures for pupils to practise saying the answers *I'd like ..., please*, using the phrases under the pictures.
- Have them practise asking and answering the questions in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to speak to check their performance.

3 Let's talk.



Ask and answer questions about what you want to eat or drink.

What would you like to eat/drink?

I'd like _____, please.

4 Listen and tick.



1

a



b



c



2

a



b



c



3

a



b



c



4

a



b



c

5 Read and complete.



food healthy eat sandwich lunch

What do English children usually eat nowadays?

At (1) _____, Jim goes to a shop and buys a (2) _____, some chocolate and some milk. Some of his friends buy (3) _____ at the shop, too. Some of the sandwiches are (4) _____, but some aren't. School meals are healthier, but Jim and his friends never (5) _____ at the school canteen.



6 Let's sing.



Healthy eating and drinking

What would you like to eat?

I'd like a sandwich, please.

Anything else? Anything else?

No, thank you. No, thank you.

What would you like to drink?

I'd like a glass of milk, please.

Anything else? Anything else?

No, thank you. No, thank you.

What would you like to eat?

I'd like an apple, please.

Anything else? Anything else?

No, thank you. No, thank you.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about healthy food and drink.
- Get them to work in pairs and use the question and answer in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their conversations in front of the class.

Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs to act out the story in Activity 1 before introducing the new lesson.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct pictures.
- Ask them to look at the pictures to identify the foods and drinks.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task. Monitor the activity and offer help, if necessary.
- Get pupils to swap and compare their answers before checking as a class.

Key: 1 b 2 a 3 b 4 c

Audio script

1. Assistant: What would you like to eat? <i>Quan:</i> I'd like a bowl of noodles, please.	2. Assistant: What would you like to eat? <i>Mai:</i> I'd like a packet of biscuits, please.
Assistant: What would you like to drink? <i>Quan:</i> A glass of milk, please.	Assistant: What about a drink? <i>Mai:</i> I'd like a carton of lemonade, please.
3. Assistant: Are you ready to order? <i>Tony:</i> Yes, I am.	4. Assistant: What would you like to eat? <i>Linda:</i> I'd like a bar of chocolate, please.
Assistant: What would you like to eat? <i>Tony:</i> I'd like some fish.	Assistant: What about a drink? <i>Linda:</i> Can I have a glass of water, please?
Assistant: Anything else? <i>Tony:</i> Yes. A glass of orange juice, please.	Assistant: Yes, of course. Just a minute. <i>Linda:</i> All right.

5. Read and complete.

- Tell the class that they are going to read the passage and fill the gaps with *food*, *healthy*, *eat*, *sandwich* and *lunch*.
- Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words. Give the meanings of *nowadays* and *canteen*.
- Set a time limit for pupils to do the task independently.
- Get them to swap and compare their answers in pairs before checking as a class.

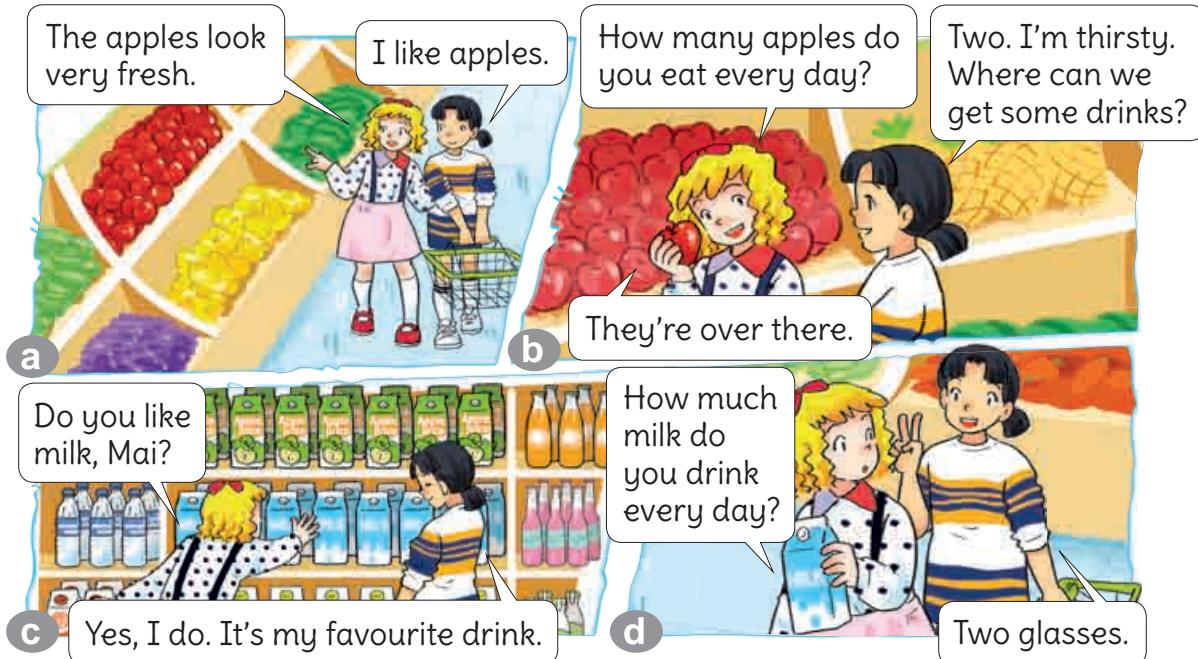
Key: 1 lunch 2 sandwich 3 food 4 healthy 5 eat

6. Let's sing.

- Tell the class that they are going to sing *Healthy eating and drinking*. Have them read each line of the lyrics. Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition line by line.
- When pupils are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.
- Invite two groups to sing the song and do actions in front of the class. The rest of the class claps their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



2 Point and say.

How many/much _____ do you eat/drink every day? I eat/drink _____.

a



bananas/
three bananas

b



rice/
four bowls

c



sausages/
two sausages

d



water/
three bottles

3 Let's talk.

Ask and answer questions about your daily food and drinks.

How many/much _____ do you eat/drink every day?

I eat/drink _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing *Healthy eating and drinking*.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and introduce the story by pointing at each character and elicit their answers to these questions: *Who are these girls? Where are they? What are they talking about?* (Linda and Mai are at the supermarket. In Picture a, they see some apples and Mai says she likes apples. In Picture b, Linda asks Mai *How many apples do you eat every day?* and Mai answers *Two*. In Picture c, Mai says milk is her favourite drink. In Picture d, Linda asks Mai *How much milk do you drink every day?* and Mai answers *Two glasses*.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line chorally.
- Check their understanding of the story.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about the quantity of food and drink, using *How many/much ... do you eat/drink every day? I eat/drink ...*
- Give the meanings of the words *bowls*, *sausages* and *bottles*. Have pupils repeat the words and phrases under the pictures once or twice before getting them to practise the answers with *I eat/drink ...*
- Explain the language notes to pupils. Check their comprehension and give more examples, if necessary. Then have them practise the question *How many/much ... do you eat/drink every day?*, using the first parts of the prompts. Then have them practise the answers, using the second parts of the prompts. If they wish, they can give answers about what they really eat and drink.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite one or two pairs to perform the activity.

Language notes:

- *How many* + countable noun (e.g. apples, sausages)
- *How much* + uncountable noun (e.g. milk, rice)

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering the question in their book. Remind them of the language notes before starting the activity.
- Get pupils to work in pairs. Remind them to use the question and answer in their books.
- Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the questions and answers in front of the class.

4 Listen and circle a, b or c.



1. How many bananas does Tony eat every day?

a. One. b. Two. c. Three.

2. How much rice does Nam eat every day?

a. Two bowls. b. Three bowls. c. Four bowls.

3. How much water does Mai drink every day?

a. Three bottles. b. Four bottles. c. Five bottles.

4. How many sausages does Tom eat every day?

a. One. b. Two. c. Three.

5 Read and complete.



milk

how much

shouldn't

healthy

how many

Mai: What do you usually have for breakfast?

Tom: Some bread with butter, sausages, eggs, chocolate and milk.

Mai: (1) _____ sausages and eggs do you have?

Tom: I usually have two sausages and one egg.

Mai: (2) _____ chocolate do you eat?

Tom: One or two bars.

Mai: And how much (3) _____ do you drink?

Tom: A big glass.

Mai: You (4) _____ eat too many sausages and chocolate bars.

Tom: Why not?

Mai: Because they're not very (5) _____!

6 Let's play.



Labelling foods and drinks



Warm-up: Spend a few minutes revising the previous lesson by having some pairs of pupils act out the story in Activity 1.

4. Listen and circle **a, b or c.**

- Tell the class that they are going to listen and circle *a*, *b* or *c* for the answers. Ask them to read the questions and try to guess the answers.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to compare their answers before checking as a class.
- Play the recording a third time to confirm the answers.

Key: 1 b 2 c 3 b 4 b

Audio script

1. <i>Mai:</i> What fruit do you like best, Tony?	2. <i>Linda:</i> What's your favourite food, Nam?
<i>Tony:</i> Bananas. I eat bananas every day.	<i>Nam:</i> Rice with fish or soup.
<i>Mai:</i> How many bananas do you eat every day?	<i>Linda:</i> How much rice do you eat every day?
<i>Tony:</i> Two.	<i>Nam:</i> I eat four bowls.
3. <i>Peter:</i> What is your favourite drink, Mai?	<i>Linda:</i> Wow! That's a lot!
<i>Mai:</i> Water.	4. <i>Hoa:</i> Do you like sausages, Tom?
<i>Peter:</i> How much water do you drink every day?	<i>Tom:</i> Yes, of course. I like them very much.
<i>Mai:</i> Four bottles.	<i>Hoa:</i> How many sausages do you eat every day?
	<i>Tom:</i> Two. How about you?
	<i>Hoa:</i> I don't like sausages.

5. Read and complete.

- Tell the class that they are going to read and complete the conversation between Mai and Tom about Tom's breakfast.
- Have them read the words given and the incomplete conversation. Give the meanings of the new words *butter* and *healthy*.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and compare their answers before checking as a class. If there is enough time, have the class read the completed conversation aloud.

Key: 1 How many 2 How much 3 milk 4 shouldn't 5 healthy

6. Let's play.

- Tell the class that they are going to label the foods and drinks in the food pyramid and then tell the class about a healthy diet.
- Ask them to work in groups and discuss the names of the foods and drinks. Remind them to take notes for their report to the class.
- Invite a pupil from each group to tell the class what a healthy diet is.
- If there is not enough time, give the activity as homework. Have pupils talk about a healthy diet in the next class.

Key:

Eat most: rice, apples, bread, carrots, sweet corn, oranges, tomatoes, bananas, cabbage

Eat some: fish, milk, chicken, eggs, cheese, jam

Eat only a little: chocolate, cola, ice cream, sweets

Lesson 3

1 Listen and repeat.



1. What would you like to eat? ↗
I'd like a banana, ↗ please. ↗
2. What would you like to drink? ↗
I'd like a glass of milk, ↗ please. ↗
3. How much rice do you eat every day? ↗
I eat four bowls of rice a day. ↗

2 Listen and circle a or b. Then say the sentences aloud.



1. What would you like to eat?
I'd like _____, please.

a. an apple
b. a banana

2. What would you like to drink?
I'd like a glass of _____, please.

a. milk
b. orange juice

3. How many eggs do you eat every week?
I eat _____ a week.

a. three
b. four

4. How much water do you drink?
I drink _____ bottles a day.

a. four
b. five

3 Let's chant.



What do you usually eat?
I eat rice, fish and vegetables.
How much rice do you eat?
I eat two bowls a day.
How much fish do you eat?
I eat a lot a day.

What fruits do you usually eat?
I eat grapes, apples and oranges.
How many grapes do you have?
I have eight for my breakfast.
How many apples do you usually eat?
I have one for my lunch.

Healthy food and drink



What do you usually drink?
I drink water and fruit juice.
How much water do you drink?
Six bottles a day.
How much fruit juice do you drink?
Two glasses a day.

Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs of pupils to act out the conversation in Lesson 2, Activity 5.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers with the correct intonation.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the questions and answers twice.

2. Listen and circle **a** or **b**. Then say the sentences aloud.

- Tell the class that they are going to listen to the recording and circle **a** or **b** to complete the sentences.
- Play the recording for them to listen. Play it again for them to do the task.
- Get pupils to swap and compare their answers before checking as a class.
- Ask the class to read the completed sentences aloud.

Key: 1 a 2 b 3 a 4 a

Audio script

1. What would you like to eat?
I'd like an apple, please.
2. What would you like to drink?
I'd like a glass of orange juice, please.
3. How many eggs do you eat every week?
I eat three a week.
4. How much water do you drink?
I drink four bottles a day.

3. Let's chant.

- Tell the class that they are going to say the chant *Healthy food and drink*. Have pupils read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line.
- Put them into two groups: one group practises the questions and the other practises the answers. Then the two groups swap their roles.
- Have pupils practise chanting and doing actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps their hands along to the rhythm.

4 Read and do the tasks.

1 Match the headings with the paragraphs.

a A healthy diet

b Fruit juice is good for you

c Vegetables are good for you

1. _____

Orange or apple juice is good for breakfast or lunch, and you should drink a lot of water between meals.

2. _____

It's important to eat vegetables every day. You need vitamins from vegetables for a healthy body.

3. _____

Chocolate has some vitamins, but it has a lot of fat and sugar too, so don't eat too much. To be healthy, you should eat rice, bread and lots of vegetables and fruit. You also need some meat, fish or eggs.

2 Answer the questions.

1. What healthy drinks should you have for breakfast or lunch?
2. What should you drink between meals?
3. Why are vegetables good for you?
4. Why shouldn't you eat too much chocolate?
5. What should you eat to be healthy?

5 Write about your eating habits.

1. What kinds of vegetables do you eat every day?
2. What kinds of fruits do you eat every day?
3. How much rice do you eat every day?

6 Project

Put foods and drinks into two groups: *very healthy* and *not very healthy*.

7 Colour the stars.

Now I can ...

- ask and answer questions about healthy food and drink.
- listen to and understand texts about healthy food and drink.
- read and understand texts about healthy food and drink.
- write about my eating habits.



Warm-up: Spend a few minutes having the class say the chant *Healthy food and drink* and do actions.

4. Read and do the tasks.

1. Match the headings with the paragraphs.

- Tell the class that they are going to read the paragraphs and match them with the headings.
- Give them a few seconds to read the headings and the three paragraphs. Then check their comprehension. Explain the meaning of the new word *vitamin*.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Have pupils swap and compare their answers before checking as a class.

Key: 1 b 2 c 3 a

2. Answer the questions.

- Tell the class to read the passages again to answer the questions. Remind them to read the questions and underline the key words.
- Set a time limit for pupils to do the task.
- Have them swap and compare their answers before checking as a class.

Key: 1 We should have some orange or apple juice.

2 We should drink a lot of water between meals.

3 Because vegetables have vitamins. We need vitamins for a healthy body.

4 Because it has a lot of fat and sugar.

5 We should eat rice, bread and lots of vegetables and fruit. We also need some meat, fish or eggs.

5. Write about your eating habits.

- Tell the class that they are going to write about their eating habits.
- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.
- Get them to swap and read what they have written before inviting some pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to work in groups and put words for foods and drinks into the appropriate groups: *very healthy* and *not very healthy*.
- Prepare flashcards of foods and drinks and pass them to the groups.
- They should discuss which foods and drinks belong to which groups.
- You can use these words for the flashcards: *water, rice, milk, banana, butter, apple, chocolate, bread, sugar, chicken, beef, sandwich, fruit juice, fish, sausage, orange, grape, cabbage and egg*.

Suggested answers:

Very healthy: orange, grape, cabbage, fish, fruit juice, sandwich, apple, banana, water, rice, bread

Not very healthy: beef, chicken, egg, sausage, chocolate, milk, sugar, butter

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.



Good evening and welcome to the weather forecast. Let's take a look at the weather today.



a



b

It's cold and cloudy in Ha Noi. It's cool and windy in Hue. It's hot and sunny in Ho Chi Minh City.

What will the weather be like tomorrow?



c

Well, it will be cold and rainy in Ha Noi.



d

It will be warm and foggy in Hue. In Ho Chi Minh City, it will be hot and sunny. That's the weather forecast for tomorrow.

2 Point and say.



What will the weather be like tomorrow?

It will be _____ and _____.



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Weather and seasons*.
- ask and answer questions about the weather, using *What will the weather be like tomorrow? It will be ... and ...*
- ask and answer questions about the seasons, using *What's ... like in your country? It's usually ... There is/are ...*
- say questions and answers with the correct intonation.

Warm-up: Have the class play *Slap the board*, using the weather words which they have learnt previously: *sunny, rainy, cold* and *hot*. At the end of the game, ask them to make sentences with the words used in the game. Introduce the lesson by writing the title *What will the weather be like tomorrow?* on the board and have pupils say it aloud.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story. Ask pupils to look at the pictures and elicit pupils' answers to these questions: *Who is she? What is she doing?* (Linda is watching the weather forecast on TV. In Picture a, the weather forecast starts. In Picture b, the lady is talking about the weather in Ha Noi, Hue and Ho Chi Minh City. In Pictures c and d, the lady asks *What will the weather be like tomorrow?* and goes on and tells the weather forecast, saying *It will be cold and rainy in Ha Noi. It will be warm and foggy in Hue. In Ho Chi Minh City, it will be hot and sunny.*) Explain the meanings of the new words.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral repetition, pointing to the weather presenter speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about the weather, using *What will the weather be like tomorrow? It will be ... and ...*
- Have them repeat the words under the pictures before getting the class to practise saying sentences with *It will be ... and ...*
- Point to the first picture and introduce the question *What will the weather be like tomorrow?* for the class to answer, using the prompts. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite some pairs to role-play the exchanges in front of the class.

3 Let's talk.

Ask and answer questions about the weather.

What's the weather like today? It's _____ and _____.

What will the weather be like tomorrow? It will be _____ and _____.

4 Listen and circle a, b or c.

1. It will be _____ in Sa Pa tomorrow.

- a. snowy and stormy.
- b. snowy and very cold.
- c. stormy and very cold.

2. It will be _____ in Hanoi tomorrow.

- a. foggy and windy.
- b. snowy and windy.
- c. cold and windy.

3. It will be _____ in Da Nang tomorrow.

- a. sunny and foggy.
- b. stormy and cloudy.
- c. sunny and windy.

5 Read and complete.

Mai: Let's (1) _____ for a picnic tomorrow.

Tony: What will the (2) _____ be like tomorrow?

Linda: Well, it will be cold and (3) _____.

Mai: How do you know that?

Linda: I watched the weather (4) _____ on TV.

Tony: We can't go for a picnic if it's stormy.

Mai: OK, let's stay home, eat popcorn and
(5) _____ cartoons.

Tony and Linda: Great idea!

weather

watch

forecast

go

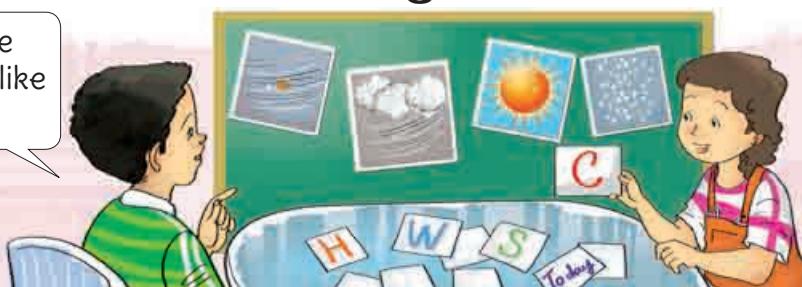
stormy

6 Let's play.

Making sentences

What will the weather be like tomorrow?

It will be cold.



3. Let's talk.

- Tell the class that they are going to practise asking and answering questions about the weather.
- Get them to work in groups of four and use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting one or two pupils to act it out in front of the class.

4. Listen and circle **a**, **b** or **c**.

- Tell the class that they are going to listen and circle **a**, **b** or **c** to complete the sentences.
- Play the recording all the way through for the class to listen. Play it again for them to do the task.
- Get pupils to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers, if necessary.

Key: **1** b **2** a **3** c

Audio script

Good evening and welcome to the weather forecast. What will the weather be like tomorrow? Well, it will be snowy and very cold in Sa Pa. In Ha Noi, it will be foggy and windy. The weather will be fine tomorrow in Da Nang. It will be sunny, but it will also be very windy ...

5. Read and complete.

- Tell the class that they are going to read the text and complete the gapped sentences with the words in the box.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have them read the completed conversation aloud.

Key: **1** go **2** weather **3** stormy **4** forecast **5** watch

6. Let's play.

- Tell the class that they are going to play *Making sentences*.
- Explain how to play the game: Put pupils into groups of six. Give each group pictures and letter cards representing different weather. (E.g. **H** for *hot*, **C** for *cold*, **W** for *warm*, **S** for *sunny*). Pupil 1 in each group selects and arranges two or more letter cards on the desk (e.g. **H** and **S**), and asks *What will the weather be like tomorrow?* Pupil 2 answers *It will be hot and sunny*. Pupil 3 then arranges the weather pictures in the correct order. Pupils who did not get the correct answers/pictures are out of the game. Continue the game until there is only one pupil left in each group, and they are the winners. If time allows, these winners can continue the game until there is only one winner left.

Lesson 2

1 Look, listen and repeat.



It's so hot today! Is it always like this in summer, Nam?



a Yes, it is.

It's usually hot in summer. And it rains a lot.



b Really? I like summer here because I can swim in the sea.

What's summer like in your country, Peter?



c It's cooler than here. But it's very green.
There are lots of flowers and plants.



d Really? I'd like to visit your country in summer.

2 Point and say.



What's _____ like in your country?



It's usually _____.

There is/are _____.

a



spring
cold, wind

b



summer
hot, flowers

c



autumn
cool, rain

d



winter
very cold, snow

3 Let's talk.



Ask and answer questions about the seasons and weather.

Where do you live?

I live _____.

How many seasons are there?

There are _____.

What are they?

They're _____.

What's your favourite season?

I like _____.

What's spring/summer/... like?

It's usually _____.

Warm-up: Spend a few minutes having the class play *Bingo*, using the weather words learnt in Lesson 1. At the end of the game, ask pupils to make sentences with these words before introducing Lesson 2.

1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Nam and Peter are talking about the seasons and weather. Elicit answers to these questions: *Where are they? What are they talking about?* (Nam and Peter are on the balcony. In Pictures a and b, Peter asks Nam about the summer weather in Viet Nam and Nam says it's usually hot and it rains a lot. In Picture c, Nam asks *What's summer like in your country, Peter?* and Peter answers *It's cooler than here. But it's very green. There are lots of flowers and plants.* In Picture d, Nam says he'd like to visit Peter's country in summer.)
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about the seasons and weather, using *What's ... like in your country? It's usually ... There is/are ...*
- Have them look at the pictures and teach them how to say the words under them. Get them to practise the questions *What's ... like in your country?* with the first parts of the prompts (i.e. names of the seasons). Then have them practise saying the answers, using the second parts of the prompts. Point to Picture a and ask *What's spring like in your country?* for the class to answer *It's usually cold. There is a lot of wind.* Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to act out the exchanges.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about the seasons and weather.
- Get them to work in pairs, using the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Select some pairs to act out their exchanges in front of the class. Then give feedback.

4 Listen and write one word in each blank.



Name	Season	Weather
Tony	winter	cold, a lot of (1) _____
Akiko	(2) _____	cold, a lot of (3) _____
Mai	summer	(4) _____, a lot of (5) _____

5 Write about your favourite season and the weather.



1. What's your favourite season?

2. What's the weather like in your favourite season?

3. What's the weather like today?

4. What will the weather be like tomorrow?



6 Let's sing.

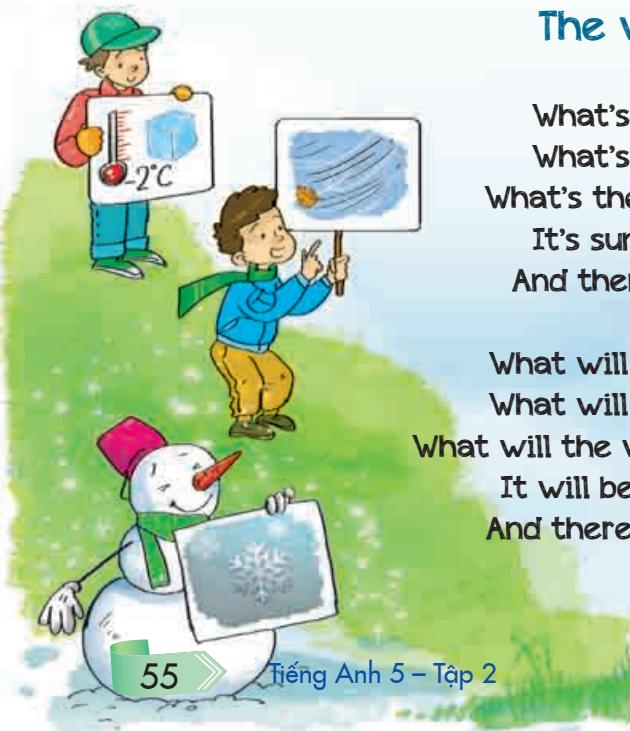


The weather song

What's the weather like?
 What's the weather like?
 What's the weather like today?
 It's sunny and it's windy.
 And there will be rain later.



What will the weather be like?
 What will the weather be like?
 What will the weather be like tomorrow?
 It will be cold. It will be wet.
 And there will be snow as well.



Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two pupils to act out the story.

4. Listen and write one word in each blank.

- Tell the class that they are going to listen and write one word in each blank. Ask pupils to guess the words to fill the gaps. Tell them to pay attention to the weather and seasons when they listen.
- Play the recording all the way through for them to listen. Play it again for them to do the task.
- Get pupils to swap and read their answers before checking as a class. Play the recording again to confirm the answers.

Key: 1 wind 2 winter 3 snow 4 hot 5 rain

Audio script

1. <i>Mai:</i> Do you like winter, Tony?	2. <i>Mai:</i> What's your favourite season in
<i>Tony:</i> Yes. I like it very much.	your country, Akiko?
<i>Mai:</i> What's winter like in your country?	<i>Akiko:</i> I like winter.
<i>Tony:</i> It's usually very cold. And there's	<i>Mai:</i> Is it cold in winter?
a lot of wind.	<i>Akiko:</i> Yes, it is. And there's a lot of snow.
3. <i>Hakim:</i> What's your favourite season, Mai?	
<i>Mai:</i> I like summer.	
<i>Hakim:</i> What's summer like in your country?	
<i>Mai:</i> It's usually hot. There's a lot of rain.	

5. Write about your favourite season and the weather.

- Tell the class that they are going to write about their favourite season and weather.
- Have them read the questions and check their understanding.
- Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.
- Get them to swap and read their writing before inviting one or two pupils to read their answers aloud. Then give feedback.

Key: Answers vary

6. Let's sing.

- Tell the class that they are going to sing *The weather song*. Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition until they get familiar with the melody of the song. Play the recording again and get pupils to sing along with the music.
- Get them to practise singing and doing actions in groups.
- Invite two groups to sing the song: one sings the questions and the other sings the answers. The rest of the class claps their hands along to the rhythm.

Lesson 3

1 Listen and repeat.



1. What will the weather be like tomorrow? ↗ It will be hot and sunny. ↗
2. What's spring like in your country? ↗ It's usually cold and windy. ↗
3. What's summer like in your country? ↗ It's usually hot and sunny. ↗
4. What's autumn like in your country? ↗ It's usually cool and foggy. ↗

2 Listen and circle a or b. Then say the sentences aloud.



1. What will the weather be like tomorrow?

It will be _____ and _____.

a. cold, cloudy

b. cool, windy

2. What's spring like in your country?

It's usually _____ and _____.

a. cold, foggy

b. cool, foggy

3. What's autumn like in your country?

It's usually _____ and _____.

a. cool, windy

b. cool, stormy

4. What's winter like in your country?

It's usually _____ and _____.

a. cold, windy

b. cool, windy

3 Let's chant.



What will the weather be like tomorrow?

What will the weather
Be like tomorrow?

It will be
Cold and stormy.



What's summer like
In your country?

It's sunny.
It's hot.



What's winter like
In your country?

It's foggy.
It's snowy.



Warm-up: Spend a few minutes inviting two groups to the front of the class to sing *The weather song*. Have the rest of the class clap their hands along to the rhythm.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers. Tell them to pay attention to the intonation.
- Write the sentences on the board. Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition of the questions and answers until they feel confident.
- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.

2. Listen and circle a or b. Then say the sentences aloud.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to compare their answers in pairs before checking as a class.
- Ask the class to say the completed sentences aloud.

Key: 1 a 2 b 3 b 4 a

Audio script

1. What will the weather be like tomorrow?
It will be cold and cloudy.
2. What's spring like in your country?
It's usually cool and foggy.
3. What's autumn like in your country?
It's usually cool and stormy.
4. What's winter like in your country?
It's usually cold and windy.

3. Let's chant.

- Tell the class that they are going to say the chant *What will the weather be like tomorrow?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral repetition. Divide the class into two groups: one group says the questions and the other says the answers.
- Call two groups of four to the front of the class to chant and do actions. The rest of the class claps their hands along to the rhythm.

4 Read and do the tasks.



1 Complete the passage.

season south picnic wind November



My name is Quang. I live in Can Tho. It is in the (1) _____ of Viet Nam. There are only two seasons here. They are the dry season and the rainy season. The dry season lasts from (2) _____ to April. It is usually cool and dry in this time of the year. This is my favourite season because I can go for a (3) _____ with my friends. The rainy (4) _____ lasts from May to October. It is usually hot and wet. There is a lot of (5) _____ too.



2 Answer the questions.

1. How many seasons are there in Can Tho? _____
2. What are they? _____
3. What is the dry season like? _____
4. What is the rainy season like? _____
5. Why does Quang like the dry season? _____

5 Write about the seasons and weather.



I live in _____. There are _____ seasons in my place. They're _____. My favourite season is _____. It's usually _____. There is/are _____.

6 Project



Watch the weather forecast and report it to the class.

7 Colour the stars.



Now I can ...

- ask and answer questions about the weather and seasons.
- listen to and understand texts about the weather and seasons.
- read and understand texts about the weather and seasons.
- write about the weather and seasons in my place.



Warm-up: Spend a few minutes revising the chant *What will the weather be like tomorrow?* by getting two groups of five to say the chant and do actions. Have the rest of the class clap their hands along to the rhythm.

4. Read and do the tasks.

1. Complete the passage.

- Tell the class that they are going to read the text and complete the gapped passage with the words from the box. Explain the verb *last*.
- Set a time limit for them to do the task. If necessary, get them to work in pairs or groups.
- Get pupils to swap and read their answers in pairs before giving the answers to the class.

Key: 1 south 2 November 3 picnic 4 season 5 wind

2. Answer the questions.

- Tell the class that they are going to read the passage again and answer the questions.
- Ask pupils to read the questions and underline the key words. Then they should read the passage to look for the relevant information.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap and read their writing in pairs before asking two or three pupils to read their answers aloud.

Key: 1 There are two. 2 They're the dry season and the rainy season.
3 It's usually cool and dry. 4 It's usually hot and wet.
5 Because he can go for a picnic with his friends.

5. Write about the seasons and weather.

- Tell the class that they are going to write about the seasons and weather.
- Have them read the gapped sentences and think about the words to fill the gaps. Give enough time for pupils to do the task.
- Get them to swap and read what they have written before asking two or three pupils to read their answers aloud. Then give feedback.

Key: Answers vary

6. Project

- Tell the class that they are going to watch the weather forecast for tomorrow.
- Ask them to copy the table below and choose two places in Viet Nam to complete it.

Place	Hot	Warm	Cool	Cold	Foggy	Stormy	Cloudy	Rainy	Windy

- This project requires pupils to watch TV at home. You may give it as homework or show a video in class. Invite a few pupils to report their results.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Lesson 1

1 Look, listen and repeat.

The weather is beautiful in Ha Noi today.



a

Yes, it is.

Would you like to go somewhere, Tom?



b

Yes, I'd like to.

Let's visit Tran Quoc Pagoda.



OK. Let's go.

Which place would you like to visit, a museum or a pagoda?



c

I'd like to visit a pagoda.



d

2 Point and say.

Which place would you like to visit, _____ or _____?

I'd like to visit _____.



a Thong Nhat Park/
the Museum of History



b Trang Tien Bridge/
Thien Mu Pagoda



c Ben Thanh Market/
the City Theatre



d Bai Dinh Pagoda/
Hoa Lu Temple

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Places to visit* and *Opinions on places*.
- ask and answer questions about which place someone would like to visit, using *Which place would you like to visit, ... or ...? I'd like to visit ...*
- ask and answer questions about someone's opinions about a place, using *What do you think of ...? It's more ... than I expected.*
- say questions and answers with the correct intonation.

Warm-up: Spend a few minutes having the class read the chant *What will the weather be like tomorrow?* in Unit 18, Lesson 3, Activity 3. Invite two or three groups to say the chant and do actions in front of the class before introducing Lesson 1.

1. Look, listen and repeat.

- Have the class look at the pictures. Introduce the story by pointing at each character and elicit pupils' answers to these questions: *Who are they? Where are they? What are they talking about?* (In Picture a, Tom and Nam are walking in the street in Hanoi and talking about the weather. In Picture b, Nam's asking if Tom would like to go somewhere. In Picture c, Nam's suggesting some places for Tom to choose, using *Which place would you like to visit, a museum or a pagoda?* and Nam says *I'd like to visit a pagoda*. In Picture d, Tom's agreeing to go to Tran Quoc Pagoda.) Check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions about visiting a place of interest, using *Which place would you like to visit, ... or ...? I'd like to visit ...* Teach the meanings of the words under each picture and how to say them.
- Ask pupils to practise saying the answer *I'd like to visit ...* with the words under the pictures. Point at each picture and ask the question *Which place would you like to visit, ... or ...? for pupils to answer.*
- Get them to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite two pairs to ask and answer the questions in this section.

3 Let's talk.

Ask and answer questions about the places you would like to visit.

Which place would you like to visit, _____ or _____? I'd like to visit _____.

Is it far from here? Yes,/No, _____.

How can I get there? You can _____.

4 Listen and circle a or b.

1. Which place would Mai like to visit?

- a. the City Theatre
- b. Ben Thanh Market

2. Which place would Tom like to visit?

- a. Thien Mu Pagoda
- b. Trang Tien Bridge

3. Which place would Linda like to visit?

- a. Bai Dinh Pagoda
- b. Hoa Lu Temple

5 Read and complete.

park museum centre would somewhere

Tony: It's Sunday today. Let's go (1) _____ in the city.

Phong: Which place (2) _____ you like to visit, Thong Nhat (3) _____ or the History Museum?

Tony: I'd like to visit the (4) _____.

Phong: That's a good idea!

Tony: Where is it?

Phong: It's in the (5) _____ of the city.

Tony: OK. Let's go now.

6 Let's sing.

Which place would you like to visit?

Where would you like to go,
The museum or the theatre?
Where would you like to go,
The pagoda or the zoo?

I'd like to go to the museum.
And the theatre, too.
I'd like to visit the pagoda.
And I'd like to go to the zoo.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about the places they would like to visit. Get them to work in groups of four.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite two or three groups to ask and answer. Then give feedback.

Warm-up: Spend a few minutes revising the story in Activity 1 by inviting two or three pairs to act out the story.

4. Listen and circle *a* or *b*.

- Tell the class that they are going to listen and circle *a* or *b* to answer the questions. Remind them to pay attention to the names of places when they listen.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get pupils to swap and compare their answers in pairs before checking as a class.

Key: 1 b 2 a 3 a

Audio script

1. Mai: This is my first time in Ho Chi Minh City.	2. Phong: Would you like to go somewhere in Hue City?
<i>Quan:</i> Would you like to go to the city centre?	<i>Tom:</i> Yes. That's a good idea.
<i>Mai:</i> Yes, please.	<i>Phong:</i> Which place would you like to visit, Trang Tien Bridge or
<i>Quan:</i> Which place would you like to visit, Ben Thanh Market or the City Theatre?	Thien Mu Pagoda?
<i>Mai:</i> I'd like to visit Ben Thanh Market.	<i>Tom:</i> I'd like to go to Thien Mu
<i>Quan:</i> OK. Let's go now.	Pagoda.
3. Mai: Would you like to visit some places?	<i>Phong:</i> OK. I'll take you there.
<i>Linda:</i> Yes, that sounds interesting.	
<i>Mai:</i> Which place would you like to visit, Bai Dinh Pagoda or Hoa Lu Temple?	
<i>Linda:</i> I'd like to go to Bai Dinh Pagoda.	
<i>Mai:</i> OK. I'll go with you.	

5. Read and complete.

- Tell the class that they are going to read the conversation and fill the gaps with *park*, *museum*, *centre*, *would* and *somewhere*. Remind them to focus on the context to select the appropriate words. Check their understanding of the text.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and compare their answers before checking as a class. If there is enough time, have the class read the completed conversation aloud.

Key: 1 somewhere 2 would 3 Park 4 museum 5 centre

6. Let's sing.

- Tell pupils that they are going to sing *Which place would you like to visit?* Have them read the lyrics. Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line. When they are familiar with the melody, ask the class to sing along with the music before practising doing actions.
- Invite two groups to sing the song and do actions in front of the class.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



What do you think of _____?



It's more _____ than I expected.

a



Ha Long Bay/
attractive

b



Dam Sen Park/
exciting

c



Thu Le Zoo/
interesting

d



Phu Quoc Island/
beautiful

3 Let's talk.



Ask and answer questions about what you think of a place.

Where did you go _____?

I went to _____.

What do you think of _____?

It's more _____ than I expected.

Warm-up: Spend a few minutes revising the previous lesson by having the class sing *Which place would you like to visit?* in Lesson 1, Activity 6. Invite a group to do actions in front of the class when the class is singing.

1. Look, listen and repeat.

- Tell the class that they are going to read a story. Have them look at the pictures and check their comprehension by eliciting their answers to these questions: *What are their names? What are they talking about? What does Tom think of the visit to Tran Quoc Pagoda?* (Tom is talking with Linda about what he did yesterday. In Picture a, Tom said he visited Tran Quoc Pagoda. In Picture b, Tom tells the location of the pagoda. In Picture c, Linda asks him *What do you think of it?* and he answers *It's more beautiful than I expected.* In Picture d, Linda says she'll visit it one day.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.

2. Point and say.

- Tell the class that they are going to practise the questions and answers *What do you think of ...? It's more ... than I expected.* Teach them the meanings of the words under the pictures and how to say them.
- Explain the comparative forms of the long adjectives: *attractive, exciting, interesting and beautiful.*
- Have pupils practise saying the questions *What do you think of ...?,* using the first parts of the prompts. Then point at the pictures to ask the questions for them to answer, using *It's more ... than I expected.*
- Invite one or two pairs to ask and answer the questions.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions about the places that they would like to visit and what they think of them.
- Set a time limit for them to do the task, using the questions and answers in their books.
- Invite a few pairs to act out their exchanges in front of the class. Give feedback and correct their pronunciation, if necessary.

4 Listen and circle a or b.



1. Tom thinks Phu Quoc is more _____ than he expected.

a. exciting b. beautiful

2. Phong thinks Dam Sen Park is more _____ than he expected.

a. interesting b. exciting

3. Tony thinks Nha Trang is more _____ than he expected.

a. attractive b. exciting

5 Read and complete.



Tom: What did you do last weekend?

Nam: I went to (1) _____.

Tom: What do you think of it?

Nam: It's more (2) _____ than I expected.

The food was (3) _____ and the people were (4) _____. I had a good time there.

Tom: Will you go there (5) _____?

Nam: Yes, I will!

friendly
again
delicious
exciting
Can Tho

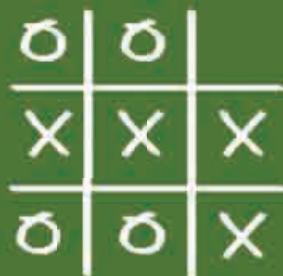
6 Let's play.



Tic-tac-toe

What do you think of ...?

It's more ... than I expected.



Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and circle *a* or *b*.

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the gapped sentences and guess the answers. Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers in pairs before checking as a class.

Key: 1 b 2 b 3 a

Audio script

1. Linda: Where did you go last month, Tom?
Tom: I went to Phu Quoc.
Linda: Great! What do you think of it?
Tom: Well, it was more beautiful than I expected. I liked the seafood. It was delicious.
Linda: It sounds great. I want to visit Phu Quoc one day.

2. Peter: Where were you last week, Phong?
Phong: I was in Ho Chi Minh City.
Peter: What did you do there?
Phong: I visited Ben Thanh Market and Dam Sen Park.
Peter: Oh, what did you think of Dam Sen Park?
Phong: It was more exciting than I expected.

3. Mai: What did you do last weekend, Tony?
Tony: I went to Nha Trang.
Mai: What do you think of it?
Tony: It's more attractive than I expected. The food is cheap and the people are friendly.
Mai: Great. I'll go to Nha Trang next year.

5. Read and complete.

- Tell the class that they are going to read and complete the conversation between Nam and Tom. Have them read the words given and the incomplete conversation.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and compare their answers before checking as a class. If there is enough time, have the class read the completed conversation aloud.

Key: 1 Can Tho 2 exciting 3 delicious 4 friendly 5 again

6. Let's play.

- Tell pupils that they are going to play *Tic-tac-toe*. Follow the procedure in *Games in Introduction*.
- Put a tic-tac-toe grid on the board. Write an incomplete sentence in each of the boxes. (E.g. *What do you think ...? The pagoda is more ...*) Set a time limit for the class to play the game in pairs. They have to complete the sentence in order to mark a box with an X or O. When time is over, invite a few pupils to read their sentences aloud and put them on the board.

Lesson 3

1 Listen and repeat.



1. Which place would you like to visit, ↗
Trang Tien Bridge ↗ or Thien Mu Pagoda? ↗
2. I'd like to visit Thien Mu Pagoda. ↗
3. What do you think of Thien Mu Pagoda? ↗
4. It's more beautiful than I expected. ↗

2 Listen and mark the sentence intonation (↗ or ↘). Then say the sentences aloud.



1. Which place would you like to visit,
Thong Nhat Park ↘ or the Museum of History? ↗

I'd like to visit the
Museum of History.

2. What do you think of the Museum of History?

It's more interesting
than I expected.

3. Which place would you like to visit,
Bai Dinh Pagoda ↘ or Hoa Lu Temple? ↗

I'd like to visit
Hoa Lu Temple.

4. What do you think of Hoa Lu Temple?

It's more attractive
than I expected.

3 Let's chant.



What do you think of it?

Here I am
At Suoi Tien Park.
What do you think of it?
What do you think of it?
It's more beautiful,
More attractive,
More interesting
And more exciting
Than I expected!



Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the completed conversation in Lesson 2, Activity 5 before introducing Lesson 3.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers. Tell them to pay attention to the intonation of the sentences.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat all the sentences twice.

2. Listen and mark the sentence intonation (↗ or ↘) . Then say the sentences aloud.

- Tell the class that they are going to listen and mark the intonation of each sentence. Show them how to mark the sentence intonation by writing the questions and answers on the board and mark them with arrows.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task. Go around and offer help, if necessary.
- Have pupils swap and read their answers before checking as a class. Then ask a few pupils to read the sentences aloud.

Audio script and key

1. Which place would you like to visit, ↗ Thong Nhat Park ↘ or the Museum of History? ↗
I'd like to visit the Museum of History. ↘
2. What do you think of the Museum of History? ↗
It's more interesting than I expected. ↘
3. Which place would you like to visit, ↗ Bai Dinh Pagoda ↘ or Hoa Lu Temple? ↗
I'd like to visit Hoa Lu Temple. ↘
4. What do you think of Hoa Lu Temple? ↗
It's more attractive than I expected. ↘

3. Let's chant.

- Tell the class that they are going to say the chant *What do you think of it?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils repeat each line of the chant. Divide the class into two groups: one group says the first four lines and the other says the last five lines. Then the two halves swap their roles after the first round.
- Set a time limit for pupils to practise saying the chant and doing actions in groups.
- Invite two groups to say the chant and do actions in front of the class.

4 Read and do the tasks.



1 Complete the passage.

beautiful friends pagoda centre a lot of

My name's Tom. Yesterday, I visited Tran Quoc (1) _____. It is on an island in the middle of West Lake and not far from the (2) _____ of Ha Noi. I went there by bike. Tran Quoc Pagoda is very quiet. It is more (3) _____ than I expected. There are (4) _____ statues and trees in the yard. I met some (5) _____ there. My friends and I learnt more about the history of Ha Noi after the visit.

2 Answer the questions.

1. When did Tom visit Tran Quoc Pagoda? _____
2. Where is Tran Quoc Pagoda? _____
3. What does Tom think of Tran Quoc Pagoda? _____
4. What did Tom and his friends learn about? _____

5 Write about your last summer holiday.



1. Where did you go last summer holiday? _____
2. What places did you visit? _____
3. What were they like? _____
4. What did you think of them? _____

6 Project



Find a picture of your favourite place. Show it to the class and talk about it.

7 Colour the stars.



Now I can ...

- ask and answer questions about places to visit and opinions on them.
- listen to and understand texts about places to visit and opinions on them.
- read and understand texts about places to visit and opinions on them.
- write about my last summer holiday.



Warm-up: Spend a few minutes having the class do the chant *What do you think of it?* in Activity 3.

4. Read and do the tasks.

1. Complete the passage.

- Tell the class that they are going to read the passage and fill the gaps with *beautiful, friends, pagoda, centre* and *a lot of*. Remind them to focus on the context to select the appropriate words.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.

Key: 1 Pagoda 2 centre 3 beautiful 4 a lot of 5 friends

2. Answer the questions.

- Tell the class that they are going to read the passage again and answer the questions.
- Get them to read the questions and underline the key words. Then pupils should read the passage and look for the relevant information to answer the questions. Get pupils to work in pairs or in groups.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.

Key: 1 Tom visited it yesterday.

2 It's on an island in the middle of West Lake.

3 It is more beautiful than he expected.

4 They learnt more about the history of Ha Noi after the visit.

5. Write about your last summer holiday.

- Tell the class that they are going to write about their last summer holiday.
- Set a time limit for pupils to do the task individually. Monitor the activity and offer help, if necessary.
- Remind them when to use capital letters and where to put a comma or a full stop.
- Get them to swap and read what they have written in pairs before inviting two or three pupils to read their answers aloud.

Key: Answers vary

6. Project

- Tell the class that they are going to find a picture of their favourite place, show them to the class and talk about it.
- Ask pupils to work in groups of five. They should choose five places and discuss what to talk about. They can use more than one picture for each place if they want.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give time for them to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

Unit 20

Which one is more exciting, life in the city or life in the countryside?

Lesson 1

1 Look, listen and repeat.



Where are you going for your summer holiday, Tom?



a I'm going back to my hometown.

Where in the USA do you live?



b In New York City.

What's it like?



c It's very big.

Which one is bigger, New York City or Sydney?



d I think New York City is.

2 Point and say.



a



small/
Hoan Kiem Lake/
West Lake

b



large/
Ben Thanh Market/
Dong Xuan Market

c



noisy/
life in the city/
life in the countryside

d



busy/
life in the city/
life in the mountains

big \Rightarrow bigger

small \Rightarrow smaller

large \Rightarrow larger

noisy \Rightarrow noisier

busy \Rightarrow busier

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Comparing places*.
- ask and answer questions to compare places (adjectives with one or two syllables), using *Which one is ..., ... or ...? I think ...*
- ask and answer questions to compare places (adjectives with three syllables), using *Which one is more ..., ... or ...? I think ...*
- say questions and answers with the correct intonation.

Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What do you think of it?* in Unit 19, Lesson 3, Activity 3. Then get some pupils to talk about trips that they went on.

1. Look, listen and repeat.

- Tell the class that they are going to read and listen to a story. Have pupils look at the pictures. Ask these questions: *Who are they? Where are they? What are they talking about?* (Mai and Tom are at school. In Picture a, Mai asks Tom where he is going for his summer holiday and Tom answers he's going back to his hometown. In Picture b, Mai asks Tom where in the USA he lives and Tom says in New York City. In Picture c, Mai asks what New York City is like and Tom says it's very big. In Picture d, Mai asks *Which one is bigger, New York City or Sydney?* and Tom says *I think New York City is.*) Check pupils' comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

Language note: When we compare the size of two places, we compare the size of the population or the land. In this book, we compare the population.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions to compare two places, using *Which one is ..., ... or ...? I think ...*
- Have pupils look at the pictures and teach the words *small, smaller, large, larger, noisy, noisier, busy* and *busier*. Get them to practise the answers with *I think ..., using the first geographical names in the second parts of the prompts. Then point at each picture and ask the question for the class to answer, using the prompts under it.*
- Have the pupils practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class.

3 Let's talk.

Ask and answer questions to compare some cities/towns.

Which one is _____, _____ or _____?

I think _____.

4 Listen and write.

1. Tony lives in _____. It's _____ than Nha Trang.
2. Linda lives in _____. It's _____ than Da Nang.
3. Tom lives in _____. It's _____ than Da Lat.

5 Read and complete.

1. Sydney is smaller than New York City.
New York City is _____ than Sydney.
2. Da Lat is quieter than New York City.
New York City is _____ than Da Lat.
3. New York City is larger than Nha Trang.
Nha Trang is _____ than New York City.

6 Let's sing.

Which one is ...?

Which one is bigger,
New York City or Miami?

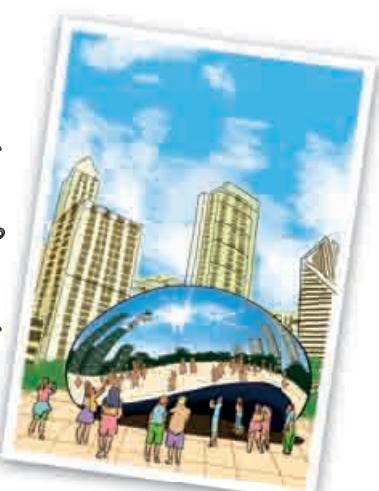
I'm sure, I'm sure,
I'm sure that it's New York City.

Which one is busier,
New York City or San Francisco?

I'm sure, I'm sure,
I'm sure that it's New York City.

Which one is noisier,
New York City or Chicago?

I don't know, I don't know,
It may be Chicago.



3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions to compare two cities or towns.
- Ask them to work in pairs: one pupil asks *Which one is ... , ... or ...?* and the other answers *I think ...* Monitor the activity and offer help, if necessary.
- Invite some pairs to perform the activity in front of the class. Then give feedback.

Warm-up: Spend a few minutes revising the previous lesson by inviting some pairs to act out the story in Activity 1 in front of the class.

4. Listen and write.

- Tell the class that they are going to listen to the dialogues and write one word in each gap.
- Give them a few seconds to read the sentences and guess the words to write in the gaps. Tell them that the first blanks are for names of places and the second ones for adjectives.
- Play the recording all the way through for pupils to listen. Play it again for them to write the words in the gaps.
- Get them to swap and compare their answers before checking as a class. Play the recording for them to listen again, if necessary.

Key: 1 Sydney, noisier 2 London, larger 3 New York City, busier

Audio script

1. Mai: Where in Australia do you live, Tony? Tony: I live in Sydney. Mai: What's it like? Tony: It's noisy. Mai: Which one is noisier, Sydney or Nha Trang? Tony: I think Sydney is.	2. Nam: Where do you live, Linda? Linda: I live in London. Nam: What's it like? Linda: It's large. Nam: Which one is larger, London or Da Nang? Linda: I think London is.
3. Phong: Do you live in New York City, Tom? Tom: Yes, I do. Phong: Is it a big city? Tom: Yes, it is. And it's busy.	Phong: Which one is busier, New York City or Da Lat? Tom: I think New York City is.

5. Read and complete.

- Tell the class that they are going to read and complete sentences to compare cities.
- Give them a few seconds to read the sentences and ask them to guess the words to complete these sentences. If necessary, get them to work in pairs or in groups.
- Give pupils time to do the task. Go around and offer help, if necessary.
- Get them to swap and compare their answers before checking as a class.

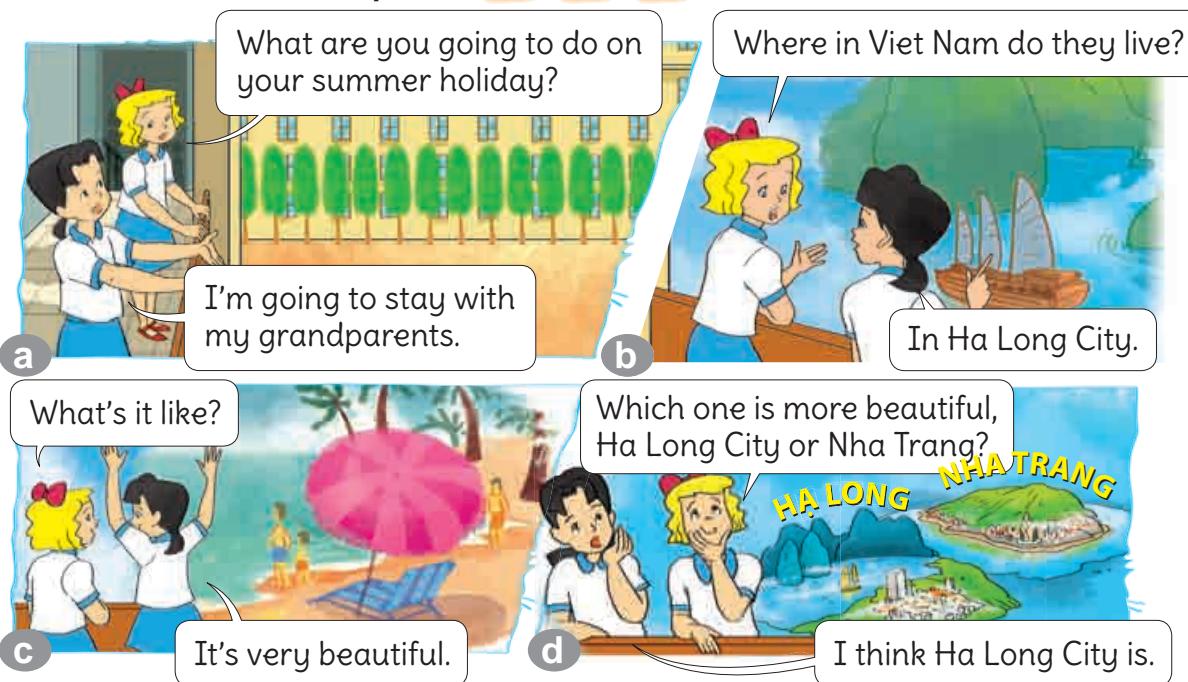
Key: 1 bigger/larger 2 noisier 3 smaller

6. Let's sing.

- Tell the class that they are going to sing *Which one is ...?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the lyrics. Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition of the song line by line.
- Invite two groups of four to go to the front of the class to sing the song and do actions: one group sings the questions and the other sings the answers. Have the class sing with the groups and clap their hands along to the rhythm.

Lesson 2

1 Look, listen and repeat.



2 Point and say.

Which one is more _____, _____ or _____?
I think _____.

a  beautiful/
Ha Long City/
Nha Trang

b  expensive/
life in Da Nang/
life in Ho Chi Minh City

c  exciting/
life in the city/
life in the countryside

 **beautiful** \Rightarrow **more beautiful**
expensive \Rightarrow **more expensive**

exciting \Rightarrow **more exciting**

3 Let's talk.

Ask and answer questions to compare some cities/provinces.

Which one is _____, _____ or _____?
I think _____.

Which one is more _____, _____ or _____?
I think _____.

Warm-up: Spend a few minutes revising the previous lesson by calling two groups of five to the front of the class to sing *Which one is ...?* Ask the rest of the class to sing with them and clap their hands along to the rhythm.

1. Look, listen and repeat.

- Tell the class that they are going to listen to a story. Have them look at the pictures and ask them these questions: *Who are they? Where are they? What are they doing?* (Linda and Mai are at school. In Picture a, Linda wants to know what Mai's going to do on her summer holiday and Mai says that she's going to stay with her grandparents. In Picture b, Linda wants to know where in Viet Nam Mai's grandparents live and Mai says that they live in Ha Long City. In Picture c, Linda asks Mai to tell her about the place. In Picture d, Linda asks *Which one is more beautiful, Ha Long City or Nha Trang?* and Mai says *I think Ha Long City is.*) Check their comprehension.
- Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions to compare two cities/provinces, using *Which one is more ..., ... or ...? I think ...*
- Get them to read the language note in the book about forming the comparative forms of longer adjectives and check their comprehension. Then have them look at the pictures and teach the adjectives and their comparative forms: *beautiful/more beautiful, expensive/more expensive, exciting/more exciting.*
- Get pupils to practise the questions *Which one is more ..., ... or ...? and then practise the answers *I think ...*, using the prompts. Finally, point to the pictures and ask the questions for them to answer.*
- Have the class practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class.

3. Let's talk.

- Tell the class that they are going to practise further by asking and answering questions to compare two cities/provinces.
- Have them work in pairs: one asks the question *Which one is (more) ..., ... or ...? and the other answers *I think ...**
- Select some pairs to role-play the dialogues in front of the class. Give feedback and correct their pronunciation, if necessary.

4 Listen and circle a, b or c.



1. Da Lat is more _____ than London.
a. interesting b. exciting c. peaceful
2. Ha Long City is more _____ than Sydney.
a. beautiful b. wonderful c. exciting
3. New York City is more _____ than Da Lat.
a. beautiful b. exciting c. expensive
4. London is more _____ than Da Lat.
a. peaceful b. beautiful c. exciting

5 Read and complete.



city than come bigger beautiful

Nam: Where do you (1) _____ from, Tony?

Tony: Sydney, Australia.

Nam: Oh, it's a very big (2) _____, right?

Tony: Yes, it is.

Nam: Which one is (3) _____, Sydney or Da Nang?

Tony: I think Sydney is.

Nam: And which one is more (4) _____?

Tony: Well, they are both very nice. But I think Sydney is more beautiful (5) _____ Da Nang.

6 Let's play.



Pass the secret!



Warm-up: Spend a few minutes revising the previous lesson by asking some pairs to act out the story in Activity 1.

4. Listen and circle **a, b or c**.

- Tell the class that they are going to listen and circle *a*, *b* or *c* to complete the sentences.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class. Play the recording again to confirm the answers.

Key: 1 c 2 a 3 b 4 c

Audio script

1. Linda: Where do your grandparents live, Nam? 2. Tony: Do your grandparents live in Ha Noi?
Nam: They live in Da Lat. Phong: No, they don't.
Linda: What's it like? Tony: Where do they live?
Nam: It's nice and peaceful. Phong: They live in Ha Long City.
Linda: Which one is more peaceful, Tony: Which one is more beautiful,
Da Lat or London? Ha Long City or Sydney?
Nam: I think Da Lat is. Phong: I think Ha Long City is.
3. Akiko: Where do your grandparents live, Quan? 4. Tony: Do your grandparents live in
Quan: They live in Da Lat. Da Lat, Mai?
Akiko: Oh, it's very far from here. Mai: Yes, they do.
Quan: Yes, it is. Tony: Which one is more exciting,
Akiko: Which one is more exciting, New York City Da Lat or London?
or Da Lat? Mai: I think London is.
Quan: I think New York City is.

5. Read and complete.

- Tell the class that they are going to read and complete a dialogue.
- Ask them to read the dialogue and work in pairs or groups, if necessary. Check their comprehension.
- Give a time limit for them to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap and read their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogue.

Key: 1 come 2 city 3 bigger 4 beautiful 5 than

6. Let's play.

- Tell the class that they are going to play *Pass the secret!*. Follow the procedure in *Games in Introduction*.
- Divide pupils into groups of six or seven. Ask them to line up in rows. Then whisper a sentence to the first pupil in each row. (E.g. *I think London is more beautiful than New York City.*) The first pupil then whispers the sentence to the second one. The last pupil in the row says aloud the sentence that he/she heard. If he/she says the sentence correctly, the group will score one point.
- Set a time limit for the game. The group with the most points wins.
- To make the game more competitive, select some pupils to whisper the sentence to the first pupils. They should say sentences that they have learnt from Lessons 1 and 2.

Lesson 3

1 Listen and repeat.

1. Which one is bigger,  London  or Hue? 

I think London is. 

2. Which one is more beautiful,  Ha Long City  or Nha Trang? 

I think Ha Long City is. 

2 Listen and mark the sentence intonation (or). Then say the sentences aloud.

1. A: Which one is bigger, New York City or London?

B: I think London is.

2. A: Which one is larger, New York City or Da Nang?

B: I think New York City is.

3. A: Which one is more beautiful, London or Sydney?

B: I think London is.

3 Let's chant.

Which one is more ...?

Which one is more beautiful,
Which one is more peaceful,
Which one is more exciting,
London or Ha Noi?

I think Ha Noi is.
It's more beautiful.
It's more peaceful.
And it's more exciting.

Warm-up: Spend a few minutes revising the previous lesson by getting two groups of pupils to play *Pass the secret!*. You may give a dictation for the class to do, using the sentences learnt in the previous lessons.

1. Listen and repeat.

- Tell the class that they are going to practise saying the questions and answers, focusing on the intonation.
- Play the recording all the way through for the class to listen. Play it again for them to do choral repetition until they feel confident.
- Get some pairs to say the questions and answers. Correct the pronunciation, if necessary.

2. Listen and mark the sentence intonation (↗ or ↘). Then say the sentences aloud.

- Tell the class that they are going to listen and mark the intonation of the sentences.
- Play the recording all the way through for them to listen. Play it again for them to do the task. Go around offering help, if necessary.
- Have pupils swap and compare their answers before checking as a class. Then ask the class to read the sentences aloud.

Audio script and key

1. A: Which one is bigger, ↗ New York City ↘ or London? ↗
B: I think London is. ↘
2. A: Which one is larger, ↗ New York City ↘ or Da Nang? ↗
B: I think New York City is. ↘
3. A: Which one is more beautiful, ↗ London ↘ or Sydney? ↗
B: I think London is. ↘

3. Let's chant.

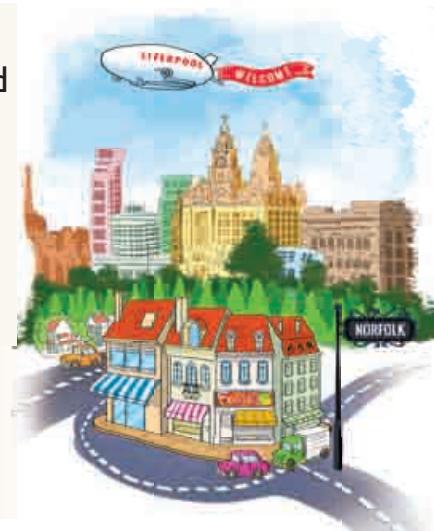
- Tell the class that they are going to say the chant *Which one is more ...?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition. Then get them to practise chanting and doing actions.
- Call two groups to the front of the class to say the chant and do actions: one group says the questions and the other says the answers. The rest of the class claps their hands along to the rhythm.

4 Read and answer.



Hello. My name's Anna. I live in Liverpool, a very big city in England. It has a lot of people and interesting buildings. It's very noisy. But I enjoy living here because life is exciting.

During summer holidays, I often stay with my grandparents in King's Lynn, a town in the east of England, in a county called Norfolk. It's much smaller and quieter than Liverpool. There are not so many people there, but the shops are really nice and things are cheaper. I like Norfolk because the people are very friendly.



1. Where does Anna live?
2. Where does she often go for her summer holiday?
3. Which one is smaller, Liverpool or King's Lynn?
4. Which one is noisier, Liverpool or King's Lynn?
5. Where are things more expensive, in Liverpool or in King's Lynn?

5 Write about where you live.



- My name is _____ . I live in _____ .
- It's a _____ in Viet Nam.
- There are _____ .
- It's _____ .
- I enjoy living here because it's _____ .

6 Project



Compare the place where you live with another place.

7 Colour the stars.



Now I can ...

- ask and answer questions to compare places.
- listen to and understand texts which compare places.
- read and understand texts which compare places.
- write about where I live.



Warm-up: Spend a few minutes revising the previous lesson by getting the class to say the chant *Which one is more ...?* in Activity 3 and do actions. Ask the rest of the class to chant with them and clap their hands along to the rhythm.

4. Read and answer.

- Tell the class that they are going to read the passage and answer the questions.
- Get them to read the questions and underline the key words. Ask pupils to work in pairs or small groups, if necessary.
- Give a time limit for them to do the task. Go around and offer help, if necessary.
- Get pupils to swap and compare their answers before checking as a class. If time allows, let some of them summarize the passage. (E.g. *Anna lives in Liverpool. She often goes to King's Lynn during her summer holidays. It's much smaller and quieter than Liverpool. Things in Liverpool are more expensive than in King's Lynn.*)

Key:

- 1** She lives in Liverpool.
- 2** She often goes to King's Lynn.
- 3** King's Lynn is.
- 4** Liverpool is.
- 5** Things in Liverpool are more expensive than in King's Lynn.

5. Write about where you live.

- Tell the class that they are going to write about where they live.
- Have them work in pairs or groups to discuss what they are going to write. Tell them to focus on the places where they live and what these places are like. Check their comprehension.
- Give a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap and read what they have written before inviting two or three pupils to read their writing aloud.

Key: *Answers vary*

6. Project

- Tell the class that they are going to compare the place where they live with another place.
- Ask them to work in groups to discuss and select a place to compare with their place. Encourage them to find pictures of the two places to illustrate their ideas. Invite two or three groups of pupils to talk to the class about the places.

7. Colour the stars.

- Have the class read the statements and check their comprehension.
- Give them time to colour the stars and invite a few pupils to read the statements aloud.
- Give further support to pupils who find it difficult to achieve certain objectives.

REVIEW

4



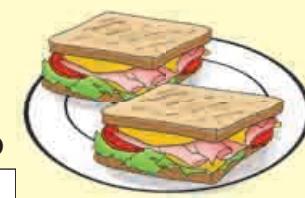
1 Listen and tick.



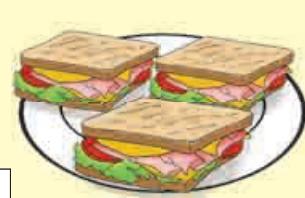
1.



a

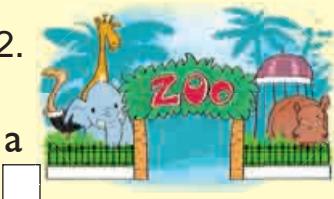


b



c

2.



a

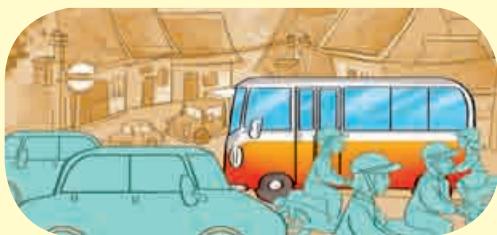


b



c

2 Listen and number.



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and the world around*.
- read and identify specific information related to the theme *Me and the world around*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.

1. Listen and tick.

- Tell the class that they are going to listen and tick the correct boxes.
- Give them a few seconds to look at the pictures. Ask them to identify the details in these pictures (1a. A sandwich. 1b. Two sandwiches. 1c. Three sandwiches. 2a. A zoo. 2b. A pagoda. 2c. A museum.) Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class. Give explanations for the answers which pupils find difficult.

Key: 1 b 2 c

Audio script

1. Mai: What would you like to eat, Quan?
Quan: I'd like to eat some sandwiches.
Mai: How many would you like?
Quan: Two, please. I'm hungry.

2. Phong: Would you like to visit the zoo,
Mai?
Mai: No. Not today.
Phong: Which place would you like to
visit, the museum or the pagoda?
Mai: I'd like to visit the museum.
Phong: OK. Let's go together.

2. Listen and number.

- Tell the class that they are going to listen and number the pictures in the order they hear.
- Give them a few seconds to look at the pictures. Ask them to identify the details. (a. A bus in a busy street. b. A post office between a supermarket and a cinema. c. Animals in a zoo. d. A symbol of hot weather.) Check understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class.

Key: a 2 b 1 c 4 d 3

Audio script

1. Linda: How can I get to the post office, Phong?
Phong: Go straight ahead. Then turn right at the end of the street. It's between the supermarket and the cinema.
Linda: Thanks a lot, Phong.
Phong: You're welcome.

2. Tony: Where's Hoan Kiem Lake, Nam?
Is it far from here?
Nam: Yes, it is. Do you want to go there?
Tony: Yes, I do. How can I get there?
Nam: You can take a bus from here.

3. Akiko: What's your favourite season, Mai?
Mai: I like summer.
Akiko: What's summer like in your country?
Mai: It's often hot.

4. Linda: What did you do yesterday afternoon, Tom?
Tom: I went to the zoo.
Linda: What do you think of it?
Tom: It's more exciting than I thought.
Linda: That's great. I want to visit the zoo one day.

3 Listen and complete.



1. Today, the weather in Ha Noi is _____ and _____.
2. Linda would like to eat some _____ and _____ and drink a glass of _____.

4 Read and complete.



Hello. My name's Tony. I come from Sydney, a big city in Australia. There are lots of big modern buildings and it's very noisy. There are often traffic jams during the rush hour. But it's a very exciting place and I like living there.

My grandparents live in Brooklyn, a small town about fifty kilometres from Sydney. Life is quiet and peaceful there. There aren't many people and there isn't much traffic. There are a lot of sheep! The people are nice and friendly. I like living in Sydney, but I also like visiting my grandparents.



	Where do they live?	What's the place like?
Tony		
Tony's grandparents		

5 Write about you.



Where do you live? _____

What's it like? _____

What are the people like? _____

Do you enjoy living there? Why / Why not? _____

3. Listen and complete.

- Tell the class that they are going to listen and complete the sentences.
- Give them a few seconds to read the sentences and guess the words to fill the gaps. Check their understanding.
- Play the recording all the way through for pupils to listen. Play it again for them to do the task.
- Get them to swap and compare their answers before checking as a class.

Key: 1 cold, windy 2 rice, fish, milk

Audio script

1. Tony: What's the weather like in Ha Noi today? Phong: It's cold and windy. Tony: And what will the weather be like tomorrow? Phong: Sorry. I don't know.	2. Peter: What would you like to eat, Linda? Linda: I'd like some rice and fish, please. Peter: Would you like something to drink? Linda: Yes. I'd like a glass of milk, please.
---	--

4. Read and complete.

- Tell the class that they are going to read the passage and complete the table.
- Give them a few seconds to read the questions in the table. Check their understanding. Then ask them to read the text in silence and do the task independently.
- Get them to swap and read their answers before checking as a class. Announce the answers to the class. Give explanations for the answers which pupils find difficult.

Key:

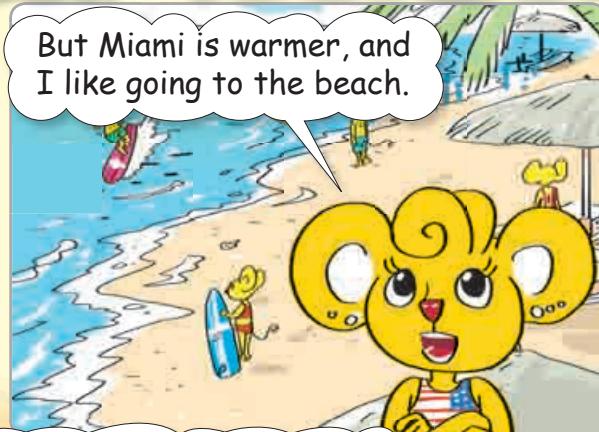
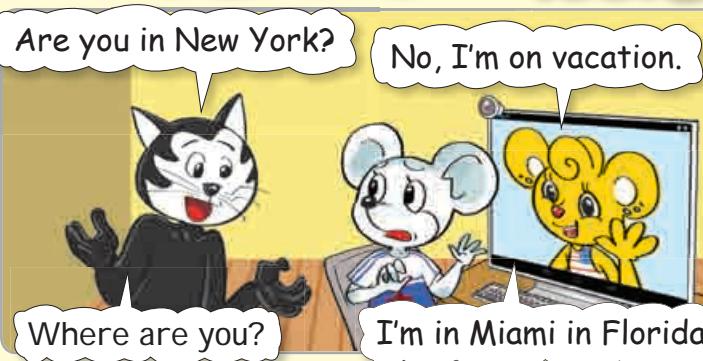
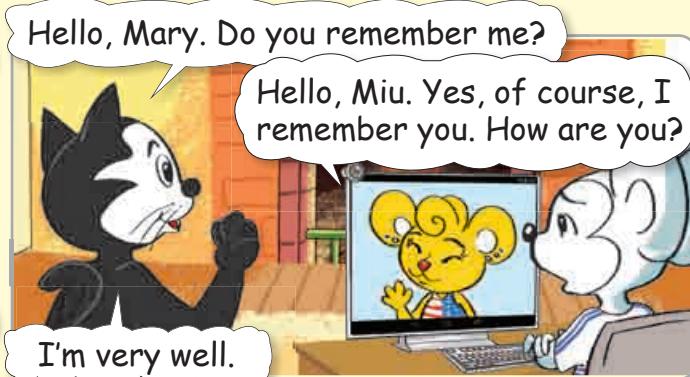
	Where do they live?	What's the place like?
Tony	Sydney	big/modern/ noisy/exciting
Tony's grandparents	Brooklyn	small/quiet/peaceful/

5. Write about you.

- Tell the class that they are going to write about themselves.
- Ask them to read the questions and write the answers based on the information about themselves.
- Give a time limit for them to do the task independently. Go around offering help, if necessary.
- Get pupils to swap and read what they have written before asking a few to read their answers aloud. If there is enough time, call one pupil to write what he/she has written on the board.

Short story Cat and Mouse 4

1 Read and listen to the story.



1. Read and listen to the story.

- Tell the class that they are going to read and listen to the story. Before pupils listen, get them to look at the pictures and ask them questions: *Who are they? Where are they? What are they doing?* (They are Miu, Chit and Mary. Miu is at Chit's home and Chit is talking to his cousin Mary over the Internet.)
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to listen and repeat.

Audio script

Miu: Hello, Chit. What are you doing?

Chit: I'm talking to my cousin Mary in America.

Miu: Hello, Mary. Do you remember me?

Mary: Hello, Miu. Yes, of course, I remember you. How are you?

Miu: I'm very well.

Miu: Are you in New York?

Mary: No, I'm on vacation.

Miu: Where are you?

Mary: I'm in Miami in Florida.

Miu: Which one is nicer, New York or Miami?

Mary: Oh, that's a difficult question.

Mary: New York is more interesting than Miami. There are lots of theatres and cinemas and museums.

Mary: But Miami is warmer, and I like going to the beach.

Miu: I see. Nice to talk to you, Mary. Bye!

Mary: Bye!

Miu: It was nice to talk to Mary.

Chit: Was it? I didn't talk to her!

2 Answer the questions.

1. What is Chit doing?
2. Where does Mary live?
3. Is she at home now?
4. What does she like about New York?
5. What does she like about Miami?

3 Unscramble these words from the story.

a. beememrr b. convatia c. fidculfit d. heartset e. rawrem

4 Read and complete.

A: Do you live in the capital city?

B: No, I (1) _____. I live in a smaller town.

A: Which one is nicer, your (2) _____ or the capital?

B: My town is nicer. It's smaller and (3) _____ peaceful.

A: Do you like the capital city?

B: Yes, I do. It's much more interesting (4) _____ my town.

A: Would you (5) _____ to live there?

B: Not really.

5 Work in pairs. Talk about your last holiday.

6 Read and match.

1. Is your town smaller than the capital?

a. Because it's peaceful.

2. Do you like living there?

b. No, I wouldn't.

3. Why do you like it?

c. Yes, it is.

4. Would you like to live in the capital?

d. Because it's too noisy.

5. Why not?

e. Yes, I do.

2. Answer the questions.

- Tell the class that they are going to read the story again and answer the questions.
- Have the class work in pairs to discuss the answers.
- Give them a time limit to do the task.
- Get them to swap and compare their answers before checking as a class. You may write the correct answers on the board.

Key: 1 He's talking with Mary.

2 She lives in New York.

3 No, she's in Miami.

4 She likes the theatres, cinemas and museums.

5 She likes the beach.

3. Unscramble these words from the story.

- Tell the class that they are going to unscramble the words from the conversation in Activity 1.
- Give them a time limit to do the task. Check comprehension and give feedback. Give the first and last letters of the words if pupils find the task difficult.
- Get them to swap and compare their answers before checking as a class.

Key: 1 remember 2 vacation 3 difficult 4 theatres 5 warmer

4. Read and complete.

- Tell the class that they are going to read the conversation and fill the gaps. Give pupils a few seconds to read the text in silence. Check comprehension.
- Give them a time limit to do the task.
- Get them to swap and compare their answers before checking as a class. Then write the correct answers on the board for pupils to copy into their notebooks.

Key: 1 don't 2 town 3 more 4 than 5 like

5. Work in pair. Talk about your last holiday.

- Tell the class that they are going to have a similar conversation to the one in Activity 4.
- Ask pupils to work in pairs to ask and answer questions about their last holiday.
- Give them a time limit to do the task.
- Invite a few pairs to act out their conversations in front of the class.

6. Read and match.

- Tell the class that they are going to read and match the questions with the answers. Give pupils a few seconds to look at the questions and find the appropriate answers.
- Give them a time limit to do the task independently.
- Get them to swap and compare their answers before checking as a class.

Key: 1 c 2 e 3 a 4 b 5 d

GLOSSARY

a lot of	<i>nhiều</i>	U4
address	<i>địa chỉ</i>	U1
always	<i>luôn luôn</i>	U2
ancient town	<i>phố cổ</i>	U3
boring	<i>nhàm chán</i>	U9
brave	<i>dũng cảm</i>	U8
breakfast	<i>bữa sáng</i>	U2
brush (your teeth)	<i>đánh (răng)</i>	U2
by	<i>bằng (phương tiện đi lại)</i>	U3
cartoon	<i>phim hoạt hình</i>	U4
cave	<i>hang động</i>	U5
character	<i>nhân vật</i>	U8
chat	<i>nói chuyện phiếm</i>	U4
circus	<i>rạp xiếc</i>	U9
clever	<i>thông minh</i>	U8
competition	<i>thi đấu</i>	U10
contest	<i>cuộc thi, trận đấu</i>	U10
cook	<i>nấu</i>	U2
countryside	<i>thôn quê</i>	U3
crowded	<i>đông đúc</i>	U1
cute	<i>dễ thương</i>	U9
detective	<i>trinh thám</i>	U8
email	<i>thư điện tử</i>	U7

enjoy	<i>thích</i>	U3
event	<i>sự kiện</i>	U10
explore	<i>khám phá</i>	U5
fairy tale	<i>truyện cổ tích</i>	U8
festival	<i>ngày hội, liên hoan</i>	U10
foreign language	<i>ngoại ngữ</i>	U7
funfair	<i>hội chợ vui chơi</i>	U4
generous	<i>hào phóng</i>	U8
get	<i>đến</i>	U3
get up	<i>ngủ dậy</i>	U2
gorilla	<i>con khỉ đột</i>	U9
hard-working	<i>chăm chỉ</i>	U8
hope	<i>hi vọng</i>	U5
imperial city	<i>cố đô</i>	U3
invite	<i>mời</i>	U4
island	<i>hòn đảo</i>	U5
join	<i>tham gia</i>	U4
lane	<i>đường nhỏ</i>	U1
loudly	<i>to (gầm to)</i>	U9
lunch	<i>bữa trưa</i>	U2
may	<i>có thể, có khả năng</i>	U5
morning exercise	<i>thể dục buổi sáng</i>	U2
motorbike	<i>xe máy</i>	U3

GLOSSARY

never	<i>không bao giờ</i>	U2
notebook	<i>quyển vở ghi</i>	U7
often	<i>thường xuyên</i>	U2
once	<i>một lần</i>	U2
practise	<i>luyện tập</i>	U7
project	<i>dự án</i>	U2
python	<i>con trăn</i>	U9
quickly	<i>nhanh nhẹn</i>	U9
quiet	<i>yên tĩnh, lặng lẽ</i>	U1
quietly	<i>một cách yên tĩnh, lặng lẽ</i>	U9
railway	<i>đường sắt</i>	U3
roar	<i>gầm</i>	U9
sandcastle	<i>lâu đài trên cát</i>	U5
scenery	<i>phong cảnh</i>	U3
sea	<i>biển</i>	U3
seaside	<i>bờ biển</i>	U3
slowly	<i>một cách từ từ, chậm rãi</i>	U9
sometimes	<i>thỉnh thoảng</i>	U2
story	<i>câu chuyện</i>	U8
sunbathe	<i>tắm nắng</i>	U5
swan	<i>con thiên nga</i>	U9
take part	<i>tham gia</i>	U4
taxi	<i>xe taxi</i>	U3

think	<i>nghĩ</i>	U5
time	<i>lần</i>	U2
tower	<i>tòa tháp</i>	U1
train	<i>tàu hỏa</i>	U3
twice	<i>hai lần</i>	U2
underground	<i>tàu điện ngầm</i>	U3
understand	<i>hiểu</i>	U7
usually	<i>thông thường</i>	U2
view	<i>phong cảnh</i>	U3
vocabulary	<i>từ vựng</i>	U7
What's ... like?	<i>như thế nào</i>	U1



My vocabulary

My notes



GLOSSARY

ago	<i>trước, đã qua, trong quá khứ</i>	U14
accident	<i>tai nạn</i>	U12
architect	<i>kiến trúc sư</i>	U15
astronaut	<i>phi hành gia</i>	U15
attractive	<i>hấp dẫn</i>	U19
autumn	<i>mùa thu</i>	U18
banana	<i>quả chuối</i>	U17
bar	<i>thỏi, thanh</i>	U17
beautiful	<i>đẹp</i>	U19
between	<i>ở giữa</i>	U16
biscuit	<i>bánh bích qui</i>	U17
bottle	<i>chai, lọ</i>	U17
bridge	<i>cái cầu</i>	U19
building	<i>nhà</i>	U15
burn	<i>vết bỏng</i>	U12
busy	<i>bận rộn</i>	U20
camp	<i>chỗ cắm trại</i>	U13
camping	<i>đi cắm trại</i>	U13
carry	<i>mang, vác</i>	U11
carton	<i>hộp</i>	U17
cheap	<i>rẻ</i>	U20
chocolate	<i>sô cô la</i>	U17
clean	<i>lau</i>	U11

climb	<i>trèo</i>	U12
coach	<i>xe khách, xe đò</i>	U16
cool	<i>mát</i>	U18
corner	<i>góc</i>	U16
crow	<i>con quạ</i>	U14
cut	<i>cắt</i>	U12
dentist	<i>nha sĩ</i>	U11
design	<i>thiết kế</i>	U15
diet	<i>chế độ ăn</i>	U17
drive	<i>điều khiển, lái</i>	U15
dry	<i>khô</i>	U18
earache	<i>đau tai</i>	U11
egg	<i>quả trứng</i>	U17
exciting	<i>náo nhiệt</i>	U19
expect	<i>mong đợi</i>	U19
expensive	<i>đắt, mắc</i>	U20
fishing	<i>câu cá</i>	U13
foggy	<i>có sương mù</i>	U18
forecast	<i>dự báo</i>	U18
forest	<i>rừng</i>	U13
fox	<i>con cáo</i>	U14
free time	<i>thời gian rỗi</i>	U13
glass	<i>cốc</i>	U17

GLOSSARY

greedy	<i>tham lam</i>	U14
grow	<i>trồng</i>	U15
hand	<i>bàn tay</i>	U11
healthy	<i>lành, khỏe mạnh</i>	U17
hiking	<i>đi bộ đường dài</i>	U13
honest	<i>chân thật</i>	U14
intelligent	<i>thông minh</i>	U14
interesting	<i>thú vị</i>	U19
karate	<i>môn võ karatê</i>	U11
knife	<i>con dao</i>	U12
look after	<i>trông nom, chăm sóc</i>	U15
leg	<i>chân</i>	U12
match	<i>que diêm</i>	U12
next to	<i>kề bên</i>	U16
noisy	<i>ồn ào</i>	U20
once upon a time	<i>ngày xưa ngày xưa ...</i>	U14
opposite	<i>đối diện</i>	U16
order	<i>ra lệnh</i>	U14
packet	<i>gói</i>	U17
pagoda	<i>chùa</i>	U19
patient	<i>bệnh nhân</i>	U15
peaceful	<i>thanh bình</i>	U20
pilot	<i>phi công</i>	U15

popcorn	<i>bóng ngô</i>	U18
programme	<i>chương trình</i>	U13
rain	<i>mưa</i>	U18
sandwich	<i>bánh mì xăng uých</i>	U17
sausage	<i>xúc xích</i>	U17
scratch	<i>cào, xước</i>	U12
season	<i>mùa</i>	U18
seed	<i>hạt</i>	U14
shopping	<i>đi mua sắm</i>	U13
skating	<i>đi trượt patanh, trượt băng</i>	U13
snow	<i>tuyết</i>	U18
snowy	<i>có tuyết</i>	U18
sore throat	<i>đau cổ</i>	U11
space	<i>vũ trụ</i>	U15
spaceship	<i>con tàu vũ trụ</i>	U15
spring	<i>mùa xuân</i>	U18
stairs	<i>cầu thang</i>	U12
statue	<i>bức tượng</i>	U19
stomach ache	<i>đau bụng</i>	U11
stove	<i>bếp</i>	U12
stupid	<i>ngốc ngếch</i>	U14
summer	<i>mùa hè</i>	U18
take a rest	<i>nghỉ ngơi</i>	U11

GLOSSARY

thing	<i>vật, thứ</i>	U11
tomorrow	<i>ngày mai</i>	U18
toothache	<i>đau răng</i>	U11
touch	<i>sờ, mó</i>	U12
warm	<i>ấm</i>	U18
wet	<i>ẩm ướt</i>	U18
will	<i>sẽ</i>	U18
wind	<i>gió</i>	U18
winter	<i>mùa đông</i>	U18
wise	<i>khôn ngoan</i>	U14
wonderful	<i>thú vị</i>	U20
writer	<i>nghề văn</i>	U15

My vocabulary

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