

INTRODUCTION

TIẾNG ANH 4 is the second 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 4, 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 including singing, chanting, TPR (total physical response) activities and exciting games. A creative project at the end of each unit aims to facilitate the 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, Linda, Peter, Tom* and *Tony*.

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

LESSON 1

Unit 1 Nice to see you again



1 Look, listen and repeat. 



a



b



c



d



e



f



g



h

2 Point and say. 



a



b



c

Greet your teachers in the classroom or at school. 





3 Listen and tick. 



1.



2.



3.



4.



5.



6.

4 Look and write. 



1. Good _____.



2. Good _____.



3. Good _____.

5 Let's sing. 

Good morning to you

Good morning to you.
Good morning to you.
Good morning, dear Miss Hien.
Good morning to you.

Good morning to you.
Good morning to you.
Good morning, dear children.
Good morning to you.



Lesson 1 focuses on the first language competence of the unit and consists of five 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, question-and-answer and transformation help pupils to get familiar with vocabulary and grammar structures before they can reproduce the language in a wider context.

The second part of this section encourages pupils to reproduce the language they have just learnt in a real context or using facts about themselves. The section also encourages and guides pupils to interact with their peers.

3. Listen and tick/match.

This section focuses on improving listening skills. Pupils look at the pictures as they listen to the recording and show their comprehension by putting a tick (✓) in the appropriate box or matching the pictures.

4. Look and write.




This section helps pupils to use the vocabulary and structures they have learnt. They are asked to fill the gaps using visual and/or textual prompts.

5. Let's sing.

This section contains an interesting and easy-to-learn song. The song helps pupils to practise the pronunciation, stress, rhythm and intonation of English through TPR and interaction with each other.

LESSON 2

Unit 2

1 Look, listen and repeat.   



Good morning, Miss Hien.
I'm Hoa. I'm a new pupil.

Hi, Hoa. It's nice
to meet you.

Goodbye, Miss Hien.

Nice to meet you, too.

Bye, Hoa. See you
tomorrow.

2 Point and say.  


Good _____.

Good _____.


Goodbye.
See you tomorrow.

Goodbye.
See you later.

Good night.

3 Let's talk. 

- Good _____, Nice to meet you.
- Good _____, See you tomorrow.

 Play Aud 2 - Tpy 1

Lesson 2 focuses on the second language competence of the unit and consists of six sections. The components of the first two sections in Lesson 2 (1. Look, listen and repeat and 2. Point and say) follow the same pattern as in Lesson 1.

3. Let's talk.

This section invites pupils to practise the language they have learnt in Lesson 1 and Lesson 2, using facts about themselves whenever possible. The section also encourages and guides pupils to interact with their peers.

4 Listen and number.  

a ☐ b ☐ c ☐ d ☐

5 Look and write.  

1. A: Hello. I'm Mai. I'm from _____.
B: Hello. I'm _____, I'm from America.

2. A: Good morning _____.
B: _____, Tom. Nice to meet you.

3. A: _____, Nam.
B: _____, Tom.

6 Let's play. 

Bingo

Good morning	Good afternoon	Good evening
Hello	Good night	Goodbye
Nice to meet you	Hi	Bye

Don't miss these fun games 

4. Listen and number/circle/draw/write.

This section presents pupils with another listening activity. They listen to the recording and indicate their comprehension by numbering the boxes in the correct order, circling the correct options, drawing the correct items or writing the correct words/phrases.

5. Look/Draw and 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 the correct words/phrases and/or draw the correct items, using visual and/or textual prompts.

6. Let's play.

This section provides pupils with a simple and easy-to-play game which allows them to reproduce the language they have learnt.

LESSON 3

1 Listen and repeat.

l Linda Hello, Linda.
n night Good night.

2 Listen and circle. Then write and say aloud.

1. Hello, I'm _____.
 a. Linda b. Nam


2. I'm from _____.
 a. Viet Nam b. England

3. _____, My name's Linda.
 a. Hi b. Hello

4. Good _____.
 a. night b. afternoon

3 Let's chant.

Hello, Friends!
 Hello, I'm Linda.
 I'm from England.
 Nice to meet you, Linda.
 Hello, I'm Nam.
 I'm from Viet Nam.
 Nice to meet you, Nam.
 Hello, Linda.
 Hello, Nam.
 We're friends.



4 Read and answer.

STUDENT'S CARD

Name: Du Thuy Hoa
 Home town: Ha Noi, Viet Nam
 School: Nguyen Du Primary School
 Class: 4A

STUDENT'S CARD

Name: Tony Jones
 Home town: Sydney, Australia
 School: Nguyen Du Primary School
 Class: 4A

1. What's the girl's name?
 2. Where is she from?

3. What's the boy's name?
 4. Where is he from?

5 Write about you.

Write your name, your hometown and your school.

My name is: _____
 I am from: _____
 My school is: _____

6 Project

Make a card about yourself.
 Then look at your classmates' card
 and ask the teacher about him/her.

Name: _____
 Hometown: _____
 School: _____
 Class: _____



Lesson 3 focuses on phonics, and reading and writing skills. It contains six sections.

1. Listen and repeat.

This section teaches phonics, focussing on vowels, consonants, consonant clusters, syllables and word stress, which young Vietnamese learners might find problematic. Words which appear frequently in the vocabulary or structures of the unit are used as examples. Pupils become familiar with the sounds and word stress by listening and repeating.

2. Listen and circle/tick/number/write. Then say aloud.

This section helps pupils to practise the phonics and word stress they have learnt. Pupils listen to the recording and circle, tick, number or write the correct answers, then read aloud the sentences.

3. Let's chant.

This section contains a chant which uses sounds, words or structures that pupils have learnt in the unit. Like songs, chants are a helpful way of practising the pronunciation, stress, rhythm and intonation of English.

4. Read and answer/complete/tick/number/write.

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 *True* or *False*, numbering pictures or writing words/phrases.

5. Write.

This section aims to improve pupils' writing skills. It asks pupils to write about the topic of the unit, personalizing it where possible. Here pupils have an opportunity to revise the main vocabulary/sentences/structures in the unit.

6. Project

This section provides pupils with a creative project to carry out independently or in groups. The purpose of this section is to foster cooperation and interaction among the class.

TEACHING THE UNIT COMPONENTS

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

- Tell pupils what they are going to learn in the lesson, i.e. the target language competence (e.g. *Greeting and responding to greetings*). 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 each context and how the language is used in it. Focus pupils on the language competence of the unit.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. If there is time, ask some pairs to act out the language in the contexts or the story.

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

- Tell pupils that they are going to practise using the target language competence.
- 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 do the task with one pupil as a model, using the expressions in the bubbles and the picture cues. Ask pupils to say the expressions or exchanges chorally and individually. Repeat the same procedure with the rest of the pictures. Then tell them to practise in pairs, using the prompts in the bubbles and the picture cues.
- Call a few pairs to act out the dialogue

in front of the class. Check as a class and correct pronunciation, if necessary.

- For the second part of the activity, tell pupils that they are going to practise using the target language competence with information from their own lives.
- Ask them to work in pairs or small groups, practising the language competence. Monitor the activity and offer help, if necessary.
- Ask some pairs to role-play in front of the class.

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

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves whenever possible. Remind them how to use the target language competences.
- First, ask them to look at the suggested questions. Then ask a pair to ask and answer the questions as an example. Put the exchanges on the board and 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 in English or Vietnamese. Comments may focus on language, performance and attitude (e.g. All correct./You made a mistake./Good pronunciation.)

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

- Tell pupils that they are going to listen to the recording and tick/match/number/circle/draw/write the appropriate pictures/words/phrases 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 tick/number/circle the correct pictures/words/phrases. 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.

Look/Draw and write. (Section 4, Lesson 1 and Section 5, Lesson 2)

- Tell pupils that they are going to fill the gaps in the sentences or draw the correct items using visual and/or textual prompts.
- Give them a few seconds to look at the example to understand what information they need to fill the gaps. Check comprehension.
- 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 there is enough time, call some pupils to read aloud the complete sentences or exchanges. Explain common mistakes.

Let's sing/chant. (Section 5, 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/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.

Listen and repeat. (Section 1, Lesson 3)

- Tell pupils that they are going to practise saying the target words, paying attention to the target sounds, number of syllables or word stress.
- First, put the target letters and/or words 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 target sounds, number of syllables or word stress. Then write the sentences on the board. Play the recording a few times and let pupils say the sentences.
- Do choral and individual repetition of the sounds, words and 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/tick/number/write. Then say aloud. (Section 2, Lesson 3)

- Tell pupils that they are going to listen to the recording, circle/tick/number the correct options and/or write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill in the blanks.
- Have them listen to the recording and circle or tick the appropriate options. 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.

Read and answer/complete/tick/number/write. (Section 4, 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 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.

Write. (Section 5, Lesson 3)

- Tell pupils that they are going to write/complete a short paragraph about the topic of the unit.
- Give them a few seconds to look at the picture cues or suggested sentences/ideas 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 or groups.
- Team games are more competitive and more exciting. Keep the score on the board and encourage a spirit of cooperation. You may prepare small prizes for the winners.

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.
- Projects occur at the end of all units. They help reinforce what pupils have learnt, and foster creativity, cooperation and interaction.

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 your particular teaching conditions and what your pupils need to learn.
- 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. Circulate 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 should be stopped before pupils lose interest or become distracted. A routine should be established for 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). 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 class 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/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 hand.
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 down 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 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 technique (Total Physical Response)

- 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. You can continue the game until a 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 is tall and is writing in their notebooks.*) The quickest pupil to point to that person and say his/her name is the winner. You may also invite a pupil to give the instruction.

Guessing game

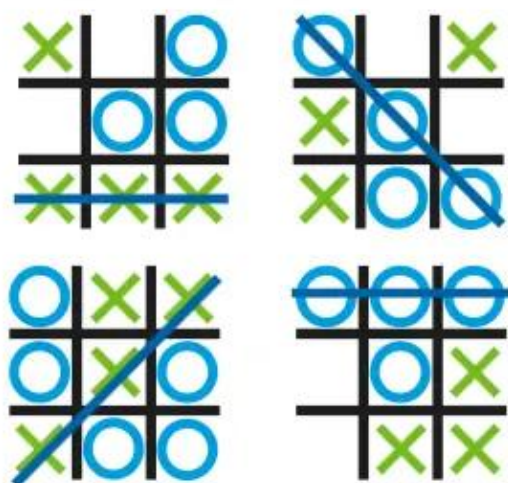
- Divide the class into groups of four or five. A pupil in Group 1 says a sentence about an object or animal, without saying the name of that object or animal, while the other groups guess. Group 1 continues to say sentences until any of the other groups can guess the object or animal correctly and wins 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. *Do you like ____? What lessons ____? 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 respective 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. Put the slips of paper back into the box and invite another group of pupils to continue the game.

Simon says ...

- This is a fun and classic 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 touch your nose* or *Simon says stamp your feet*. 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. school things. 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 give three of the pairs each a rolled-up newspaper. Put flashcards of the target vocabulary, or write the target words, on the board. 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.



Nam



Hoa



Mai



Phong



Tom



Mary



Peter



Linda



Nga



Quan



Tony



Linh



Hakim



Akiko



Miss Hien



Mr Loc