


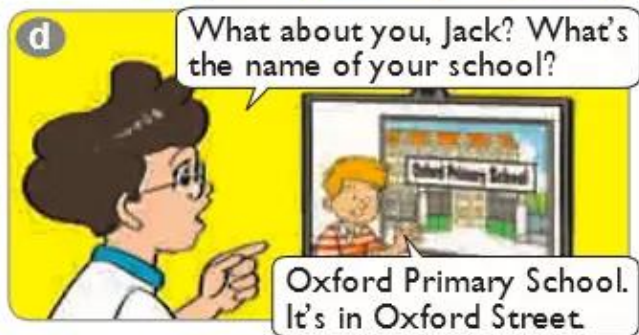


Unit 6

Where's your school?


Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



Work in pairs. Ask and answer questions about your school.
Ask its name and where it is.  

cousin = a child of your uncle/aunt

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School*.
- ask and answer questions about where a school is, using *Where's your school? It's in + (place)*.
- ask and answer questions about what class someone is in, using *What class are you in? I'm in Class ...*
- pronounce the sounds of the letters **sch**, **sk** and **str** in the words **school**, **skipping** and **street** respectively.

Warm-up: Spend a few minutes asking and answering questions about the pupils' school (in Vietnamese) such as *What's the name of your school? Where is it? What class are you in? What do you know about the school?* Then get pupils to open their books on Page 40 and read the title.

1. Look, listen and repeat.

- Tell pupils that they are going to learn to ask and answer questions about where their school is.
- Have them 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, Phong and Peter are talking to Peter's cousin Jack online. Peter introduces Jack to Phong. In Picture b, Jack asks the name of Peter's school. In Picture c, Jack continues to ask Peter about the location of his school, using *Where's your school?* In Picture d, Phong asks about Jack's school.)
- Play the recording more than once, if necessary, 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.

Language note: *What about you?* is used when people do not want to repeat the previous question. *E.g. What about you, Jack?* in Picture d means *Where's your school, Jack?*

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about where a school is, using *Where's your school? It's in + (place)*.
- Have them look at the bubbles and the pictures to understand how the language is used. Point to the first picture and teach the words *Oxford Street*. Get pupils to ask the question *Where's your school?* and give the answer *It's in Oxford Street* chorally and individually. Then tell them to practise asking and answering the question in pairs, using the prompts in the bubbles and the words under the picture. Repeat the same procedure with the rest of the pictures.
- Invite a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation.

Language note: Use capital letters at the beginning of proper names.



Work in pairs. Ask and answer questions about your school. Ask its name and where it is.

- Tell pupils that they are going to say the name and location of their own school.
- First, tell pupils to work in pairs: one pupil asks *What's the name of your school? Where is it?* and the other answers *My school is + (school). It's in + (place)*.


3 Listen and tick.  

1.  a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
2.  a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
3.  a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>



4 Look and write.  

		
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1. My school is in _____
 2. His school is _____
 3. Her school _____

5 Let's sing. 

This is the way

	This is the way we go to school, Go to school, go to school.	
	This is the way we go to school, So early in the morning.	
	This is the way we go for a walk, For a walk, for a walk.	
	This is the way we go for a walk, So early in the morning.	

Warm-up: Spend a few minutes revising the previous lesson by calling a few pupils to the front of the class to talk about their school (its name and location). You can also ask one pupil to write sentences about the name of the school and its location on the board.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues and tick the correct pictures.
- Have them look at the pictures to identify the similarities and differences by saying what the schools are and where they are. Have them read aloud the names of the schools and their locations. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on the names of the schools and their locations.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 c 2 a 3 c

Audio script

- | | |
|---------------------------------------|---------------------------------------|
| 1. A: Where's your school? | 2. A: What's the name of your school? |
| B: It's in Nguyen Hue Street. | B: Bat Trang Primary School. |
| A: Is it in Ha Noi? | A: Where is it? |
| B: No, it isn't. It's in Nam Dinh. | B: It's in Bat Trang Village. |
| 3. A: My school is big and beautiful. | |
| B: Where is it? | |
| A: It's in Oxford Street, London. | |

4. Look and write.

- Tell pupils that they are going to write where the schools are.
- Give them a few seconds to look at the pictures. First, focus pupils on the locations of the schools. Then have them look at the sentence under each picture and find the appropriate words to fill in the sentence. If necessary, get pupils to work in pairs.
- 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. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 Nguyen Trai Street 2 in Van Noi Village 3 is in South Street, London

5. Let's sing.

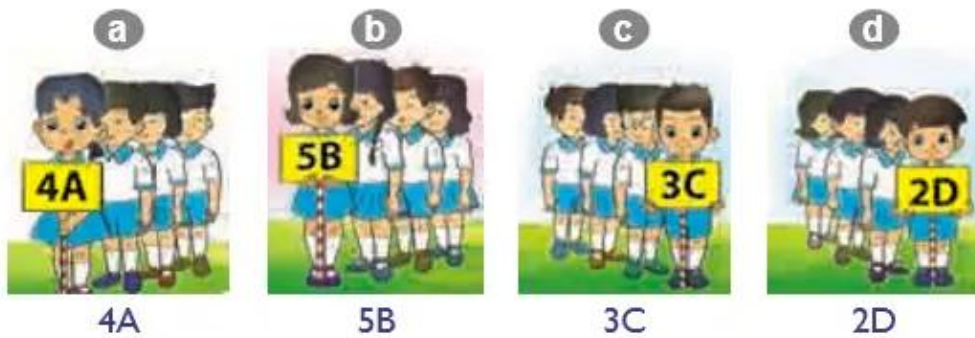
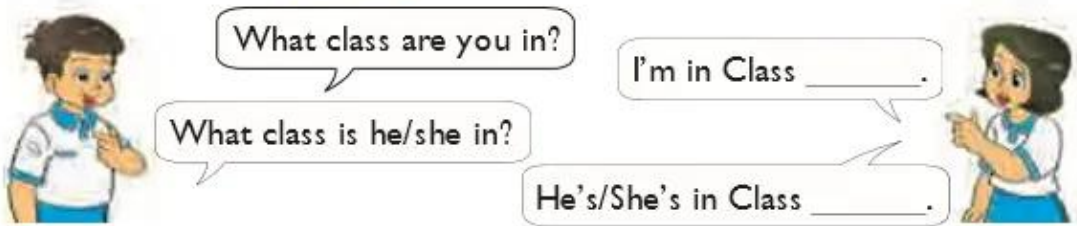
- Tell pupils that they are going to sing the song *This is the way*. Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of pupils to go to the front of the class. One group sings the first four lines of the lyrics, the other sings the last four lines. The rest of the class sings together, clapping hands.
- Have the class sing the song again and clap their hands or do actions to reinforce the activity.

Lesson 2

1 Look, listen and repeat. 🧐 🎧 🗣️



2 Point and say. 📖 😊



3 Let's talk. 🗣️

- What's the name of your school?
- Where is it?
- What class are you in?

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *This is the way*. The class may sing the song, clapping hands.

1. Look, listen and repeat.



- Tell pupils that they are going to learn to ask and answer questions about the class someone is in.
- Have them look at the three pictures to understand the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* (In Picture a, Phong and Judy greet each other. In Picture b, Judy asks Phong where his school is. In Picture c, she continues to ask Phong *What class are you in?* and Phong answers *I'm in Class 4A.*) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the classes the pupils are in.
- Draw their attention to the bubbles and pictures to understand how the language is used in different contexts. In the first two bubbles, pupils ask and answer questions about what class they are in, using *What class are you in? I'm in Class ...* In the next two bubbles, pupils ask and answer questions about what class someone is in, using *What class is he/she in? He's/She's in Class ...* Ask pupils to look at the pictures and say the classes 4A, 5B, 3C and 2D. Check comprehension.
- Point to the first picture and get one pupil to ask *What class are you in?* and the other to answer *I'm in Class 4A.* Do choral and individual repetition.
- Point to the second picture and get one pupil to ask *What class is she in?* and the other to answer *She's in Class 5B.* Repeat the procedure with the rest of the pictures.
- Ask pupils to work in pairs, pointing to the characters speaking. Then call on a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.
- Have them work in pairs: one pupil asks the questions *What's the name of your school? Where is it? What class are you in?* and the other gives the answers.
- Call on a few pairs to role-play in front of the class. Correct the pronunciation, if necessary.
- If there is enough time, ask one pupil to talk about his/her school and class, e.g. *My school is Nguyen Trai Primary School. It's in Nguyen Trai Street, Ha Noi. I'm in Class 4D2.*

4 Listen and number.  



a




b



c



d

5 Look and write.  



1. A: Where's his school?
B: It's in _____.



2. A: Where's her school?
B: It's _____.



3. A: What class is she in?
B: She's in _____.



4. A: What class is he in?
B: He's _____.

6 Let's play. 

Pass the secret!



Warm-up: Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class and talk about their school and class.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Focus their attention on the pictures so that they can understand how the language is used. Help them to identify the similarities and differences by explaining the names and locations of the schools (Pictures a and b) and the names of the classes (Pictures c and d).
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and number the pictures. Tell them that they should focus on the names and locations of the schools and the classes the characters are in.
- Get pupils to swap their answers before you check as a class.

Key: a 3 b 1 c 4 d 2

Audio script

- | | |
|--|--------------------------------------|
| 1. A: Where's your school, Linda? | 2. Linda: What class are you in? |
| B: It's in South Street, London. | Nam: I'm in Class 4C. |
| A: What's the name of your school? | Linda: Sorry. 4D or 4C? |
| B: It's Sunflower Primary School. | Nam: Class 4C. |
| | Linda: Oh, I see. |
| 3. A: What's the name of your school? | 4. John: Where's your school, Phong? |
| B: It's Nguyen Hue Primary School. | Phong: It's in Nguyen Du Street. |
| A: Where is it? | John: What class are you in? |
| B: It's in Nguyen Hue Street,
Hoan Kiem District, Ha Noi. | Phong: I'm in Class 4A. |

5. Look and write.

- Tell pupils that they are going to read the dialogues and fill the gaps, using the picture cues.
- Ask them to look at Dialogues 1 and 2. Explain that they need to complete the answers with the streets where the schools are in. Then ask them to look at the pictures to identify the answers. Then have pupils look at Dialogues 3 and 4. Explain that they need to complete the answers with the classes the pupils are in. Then ask them to look at the pictures to identify the answers.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.

Key: 1 Chu Van An Street 2 in South Street, London 3 Class 4B 4 in Class 4C

6. Let's play.

- Tell pupils that they are going to play the game *Pass the secret!* Follow the procedure in *Games in Introduction*.
- Divide them into groups of six. Ask them to line up in rows. Then whisper the first pupil in each row a sentence, e.g. *My school is in Nguyen Trai Street*. 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 teacher's sentence correctly in the shortest time will win the game.
- To make the game more competitive, you can select some pupils to act as teachers and whisper sentences to the first pupils in the rows. These pupils should say something they have learnt from Lessons 1 and 2, and they have to whisper the sentences to the rows at the same time.

Lesson 3

1 Listen and repeat.

sch **school** This is our **school**.

sk **skipping** Mai likes **skipping**.

str **street** My school is in Nguyen Du **Street**.

2 Listen and circle. Then write and say aloud.

1. This is a _____. a. school b. street

2. The _____ is beautiful. a. school b. street

3. The _____ is long. a. street b. stream

4. I love my _____. a. school b. street

5. Linda likes _____. a. skating b. skipping

3 Let's chant.

School, school, school!

School, school, school!
This is the way
We go to school.
It's so much fun!

Street, street, street!
This is the way
We walk on the street.
It's so much fun!



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to do a dictation. You can choose some sentences learnt in the previous lessons (e.g. *Our school is Nguyen Hue Primary School. It is in Nguyen Hue Street in Ha Noi. We are in Class 4C.*) Follow the procedure in *Activities Bank* in *Introduction*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **sch**, **sk** and **str** in the words **school**, **skipping** and **street** respectively.
- First, put the letters **sch**, **sk** and **str** on the board. Play the recording and ask pupils to repeat a few times. Then write the words **school**, **skipping** and **street**, and the three sentences from the Pupil's Book on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- 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.

2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and then write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate options. Allow them time to do the task independently. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to read the sentences aloud.

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

Audio script

1. This is a street. 2. The street is beautiful. 3. The stream is long.
4. I love my school. 5. Linda likes skating.

3. Let's chant.


- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant. Go around and offer help, if necessary.
- Call two pairs 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.  

Name: Le Mai
Nationality: Vietnamese
School: Nguyen Du Primary School
School address: Nguyen Du Street,
Hoan Kiem District, Ha Noi
Class: 4A



Hello. My name is (1) _____. I'm from
Ha Noi, Viet Nam. I'm (2) _____.
I study at (3) _____.
It's a big school in (4) _____.
I'm in Class (5) _____.

5 Write about your school. 

Write the name and address of your school and your class.

I study at _____

_____.

6 Project 

Make a card about your friend's school and class.

Friend's name: _____
School: _____
School address: _____

Class: _____

Warm-up: Spend a few minutes revising the previous lesson. Get two groups of pupils to go to the front of the class to sing the chant *School, school, school!* Ask the rest of the class to chant along and do actions.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the passage.
- Get them to read the text and focus on the information to complete the passage (what the girl's name is, what nationality she is, what the name of her school is, where her school is and what class she is in). Then ask them to read the passage and find appropriate information from the text to fill the gaps. If necessary, get pupils to work in pairs or small groups.
- 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. If there is enough time, let some pairs ask and answer some questions (e.g. *What's her name? What nationality is she? What is the name of her school? Where's her school? What class is she in?*).

Key: 1 Le Mai
2 Vietnamese
3 Nguyen Du Primary School
4 Nguyen Du Street, Hoan Kiem District, Ha Noi
5 4A

5. Write about your school.

- Tell pupils that they are going to write a short paragraph about their school and their class.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on the name of the school, its location and the class they are in. Check comprehension.
- 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.
- If there is time, ask one pupil to write the answer on the board.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to do a project. Explain the task and check understanding.
- Give each pupil a small card. Let pupils copy the four categories from the book onto their cards. Encourage them to decorate their cards.
- Ask them to interview one of their friends (in another school, if possible), using the questions *What's your name? What's the name of your school? Where's your school? What class are you in?* and write the information on the card. Get them to swap their cards in pairs. They should look at their partners' cards and describe their partners' friends.
- Call some pupils to the front of the class and tell the class about their partners' friends. To make this activity more challenging, you may ask them not to look at the cards.

Key: *Pupils' own answers*